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ABSTRACT

In April 1969, the U.S. Office of Education funded an EPDA proposal for the Territory of Guam. The purpose of the first of the two projects was to provide training for community leaders and educators so that long-term planning, needs assessment, and citizen involvement would lead to an integrated education system responsive to the society and helpful in self-improvement. The Education Objectives Commission was established and educational personnel were trained to function as long-range planners and to provide technical support. The second project was intended to identify the kinds of experiences which would help contract teachers adjust more rapidly to Guam and its culture. The document includes extensive appendixes for each project. Those for the first project include the development of the program, workshop participants, and overview of the Guam planning and decision-making system, the training program components, product of concerns analysis, and participants' responses tc the workshops. For the second project the appendixes include the orientation program for the contracts teachers, general teachers survey, needs assessment survey responses, training programs, selection of field test participants, adjunctive activities to the orientation program, test scores, assessment forms, participant comments, and daily critique summary data. (MBM)

ED052150

PROJECT TO STRENGTHEN ELEMENTARY AND SECONDARY EDUCATION ON GUAM

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VOLUME I: Education Objectives Commission
FINAL REPORT: July 30, 1970

Project Director: James R. Hale
Project Coordinator: Thomas O. Bell

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Submitted for the University of Guam
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U.S. Department of Health, Education and Welfare

Office of Education
Bureau of Educational Personnel Development

UNIVERSITY OF GUAM

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Office of the President

July 9, 1970

Mr. I. Jack Fasteau, Chief
State Educational Agency Branch
Bureau of Educational Personnel Development
U. S. Office of Education
7th and D Streets SW
Washington, D. C. 20201

Dear Mr. Fasteau:

We are submitting herewith the final report of Guam EPDA, Part D Project for FY 1970. This project was subcontracted to the Northwest Regional Educational Laboratory by the University of Guam. To the best of my knowledge the project has been conducted within the prescribed guidelines as outlined in the EPDA manual and has carried out the intent of the approved proposal.

We believe the final report complies with all appropriate regulations but should you need any additional information or interpretation, please feel free to contact me or Dr. John Sandberg of the Northwest Laboratory.

We wish to express our appreciation to you for your counsel, encouragement, and support during this year's activities.

Sincerely yours,

ALEX C. FLORES
Acting

COORDINATION AND EVALUATION COMMITTEE

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CERTIFICATION

Contract Officer — July 21, 1970 (Date)

Project Director — July 21, 1970 (Date)

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OVERVIEW

In April 1969, the United States Office of Education funded an Educational Professions Development Act proposal for the Territory of Guam. The Northwest Regional Educational Laboratory was subsequently contracted to fulfill the scope of work outlined in the EPDA proposal which included two projects: Project I -- Education Objectives Commission, and Project II -- Preservice Orientation Program for New Contract Teachers.

This is the final report of Project I, Phase I, FY 1970.

The overall mission of Project I, as stated in the 1969 proposal, was to "provide training to community leaders and educators so that long-term planning, needs assessment, and citizen involvement will lead to an integrated education system. This system should be responsive to the society and assist that society in self-improvement. The realization of this goal will add the necessary stability in education agencies serving Guam."

In order to accomplish this mission, two sets of objectives were to be met:

1. To establish and train an Education Objectives Commission to effectively coordinate educational developments on Guam

2. To train educational personnel to function as long-range educational planners and thus provide technical support to the Education Objectives Commission in coordinating educational developments with the long-range economic, environmental and political development of the Territory.

The original intent of this project was to accomplish these objectives over a three-year period. The end of Phase I of the project occurred on June 30, 1970.

Although minor adjustments have been made in procedures and timing, in the best judgment of the project staff the original intent of Project I is being met.

Details of program activities and procedures are contained in the pages that follow. The report format follows the planned activity chart presented in Appendix A.

Supplementary publications for Project I are separately bound. Copies of the supplement were submitted by the Northwest Regional Educational Laboratory to the contractor, the University of Guam; the cooperating agency, the Territorial Department of Education; and the United States Office of Education, Bureau of Educational Personnel Development. The titles of the supplements follow:

I. "Planning and Evaluation of Educational Programs." ESEA Title IV, Section 402 Proposal.

II. "A Profile of Chamorro and Statesider Attitudes Toward Education and Educationally Related Values." Part I.

IIA. "A Profile of Chamorro and Statesider Attitudes Toward Education and Educationally Related Values." Part II.

III. "Designs for a Guam Education Objectives Commission: Alternatives and Recommendations."

PROCEDURES AND ACTIVITIES OF PHASE I

1.0 Staff Project Completed

Dr. James Hale served as project director for the entire Guam EPDA, including both Project I (Educational Planning) and Project II (Orientation of Contract Teachers). On August 20, 1969 Dr. Thomas O. Bell arrived on Guam to coordinate Project I. Through the course of the year, 15 consultants were contracted to perform specific work statements of the project. (Appendix B provides a summary of the scope of the consultants' activities.)

2.0 Advisory Committees Established

The Coordination and Evaluation Committee for the Guam Education Project served as the Advisory Committee to this project. The committee consisted of four members, two from the University of Guam and two from the Territorial Department of Education.

In addition, the Advisory Committee appointed a two-man steering committee to work closely with the project coordinator on project development. Mr. Franklin J. Quitugua, Director of Education, and Dr. Antonio C. Yamashita, President of the University of Guam served on the Steering Committee. After the resignation of President Yamashita in March 1970, Mr. Alex Flores, Acting President, and Dr. Andrew Shook, Vice President of Academic Affairs, acted in an advisory capacity to the project.

3.0 Project Coordinated with the Territorial Board of Education and the Board of Regents of the University of Guam

The Territorial Board of Education and the Board of Regents of the University of Guam were involved from the beginning of the project.

On September 23, 1969 a joint meeting was held to orient Board members and to solicit suggestions and guidance. The following commitments were made at this meeting:

A. Personnel of the University of Guam and Department of Education would receive release time from duties to participate in training programs for educational planning.

B. The concept of the Education Objectives Commission for Guam was approved and the desire for active involvement was expressed by Board members.

C. Official Board action on the establishment of the Commission would be taken after research conducted for this phase of the project had been completed (See Activity 6.0) and reported to the Board.

(Continued Board involvement is reported in Activities 6.0 and 8.0)

4.0 Training Programs for Educational Personnel Developed

The training of educational personnel to function as long-range educational planners and, thus, to provide technical support to the Education Objectives Commission was a major goal of the project. To accomplish this goal, two missions were established.

4.1 Mission 1: Provide immediate training to existing personnel during FY 1970.

The initial proposal called for an instructional system to be constructed by "building on existing systems." As a first step, a search and review was conducted to identify existing mainland training systems that matched or nearly matched desired outcomes.

Subsequently, three training systems were selected for Phase I training and utilized to conduct workshops for Guam educational personnel. This provided immediate training to existing personnel and also provided opportunities for analysis of potential training components during the feasibility stage of product development.

4.1.1 Training Program Content

A 40-hour training program in the systems approach to educational planning, designed by Dr. Jefferson Eastmond, was selected as the major training program. This training was supplemented with a 20-hour awareness workshop in evaluation, designed by the Northwest Regional Educational Laboratory, and a 24-hour workshop in constructing goal tiers, designed by Insgroup, Inc. The purpose, length and number of participants for each training program are summarized in Table 1.

TABLE 1

PHASE I TRAINING PROGRAMS

Program	Purpose	Length	Number of Participants
Evaluation	Develop a corps of trained persons in the Territory who can act as consultants on evaluation strategies	20 hours 11/24-26/69	44
Application of Systems Approach to Educational Planning	Develop skills in procedures and techniques used in the systems approach to educational planning and problem solving	Two workshops, 40 hours each - 1/5-9/70 1/12-16/70	Workshop I - 19 Workshop II - 17
Instructional Improvement (Constructing goal tiers)	Develop skills in constructing a goal tier from existing policy objectives producing acceptable objective statements at their lower levels	28 hours 4/6-9/70	20
			100

4.1.2 Desired Behavior Outcomes

4.1.2.1 Evaluation Workshop

A. Bring about an awareness of the scope and complexity of program evaluation

B. Bring about an awareness of the methodology of program evaluation

C. Create a basis for common terminology utilized in program evaluation

4.1.2.2 Systems Approach to Educational Planning Workshop

A. Distinguish between a problem and a solution by correctly classifying 90 percent of such items from a random list of 20 when the level of abstraction is specified.

B. Take a concern and process it through a series of considerations into a validated need (facts, values, policies).

C. Take a simple need statement and properly define a problem from it (including mission, objective and suggested solutions).

D. Draw an acceptable mission profile from a properly stated problem.

E. Demonstrate an ability to perform an acceptable function and task analysis from a given problem statement and mission analysis.

F. Demonstrate the ability to observe certain logical elements. Apply one or more creative principles in generating a number of alternative solutions to a problem.

G. Follow a defensible procedure with confidence in making a selection from a number of alternative solutions.

H. Construct a flow chart (or PERT network) of major milestones after being given the essential information.

I. Design a plan for evaluation of a project of similar enterprise that includes a rationale and all steps of the generic problem-solving process.

4.1.2.3 Instructional Improvement Workshop (Constructing Goal Tiers)

A. Construct a goal tier from existing policy objectives to produce acceptable objective statements at three lower levels. These levels must represent a 50 percent sample of a complete goal tier relative to the proposal under development.

B. Determine at least 90 percent of the functions and 50 percent of the implied events in an event network logically implied in the goal tier.

TABLE 2

Stages of Product Development

A. Concept Stage (FY 1970)

1. Define problem
2. Develop desired outcomes
3. Define constraints
4. Conduct preliminary screening

B. Feasibility Stage

5. Conduct knowledge search
6. Perform feasibility analysis
7. Check copyright/patent
8. Conduct feasibility screening

C. Operational Planning Stage (FY 1971)

9. Develop two-year plan
10. Develop operational year plan
11. Review plans
12. Revise plans

D. Development Stage

13. Initiate operations
14. Review research and evaluation plan
15. Develop exploratory unit
16. Test exploratory unit
17. Review exploratory test
18. Develop prototype product
19. Conduct pilot test
20. Assess pilot test
21. Design specifications for Phase III
22. Ready system for field test
23. Conduct field test
24. Review field test

E. Installation Stage (FY 1970)

Develop during FY 1971
Include in Phase III proposal

4.2 Mission 2: Develop, install and maintain a training system, thus assuring training to new personnel on a continuing basis with a minimum of external assistance after FY 1972.

4.2.1 Development Schedule

The final instructional component of the project is scheduled to be developed and installed by July 1, 1973. Table 2 outlines the stages of product development. Appendix C details the development schedule.

4.2.2 Refinements

Because of the time constraints and the commitment to provide immediate training, the three separate training systems that were developed and field tested on the mainland were only slightly revised before being used on Guam.

Although the evaluation of the training systems indicated each was generally productive, the need for extensive development and refinement was indicated before locally experienced persons could utilize the program to continue staff development into project Phases II and III.

5.0 Educational Personnel Trained to Function as Long-Range Educational Planners

5.1 Participants Selected

In selecting educational personnel to be trained during Phase I, first priority was given to Department of Education and University of Guam personnel involved in the planning functions. (Workshop participants, by training components, are listed in Appendix D.)

5.2 Long-Term Educational Plan Developed

Selected Guam Department of Education personnel who participated in the training programs for planners, worked with the project coordinator in developing a total educational planning and decision-making system for Guam. This mechanism provides for systematic methods and procedures in needs assessment and long-term planning. Appendix E describes the system.

5.3 Publications Developed

5.3.1 ESEA Title IV, Section 402 Proposal

A spin-off benefit from this effort was the development of an ESEA Title IV, Section 402 proposal. (See Project Supplement I under separate cover.) Section 402 will assist in developing and installing the system for educational planning and evaluation to serve all components of the educational enterprise on Guam. Section 402 will also help support the planning system which is to interface with the Education Objectives Commission. The FY 1971 EPDA project will provide continued training to the Guam educational planners.

5.3.1.1 Goals of ESEA Project

Specifically, two goals are proposed in the Section 402 project.

A. Design, install and maintain a planning evaluation system appropriate for Guam.

B. Increase planning and evaluation skills of selected educational personnel in the Territory of Guam.

5.3.2 Project Study

Data collectors were trained to systematically gather data for a specific project study, "A Profile of Chamorro and Statesider Attitudes Toward Education and Educationally Related Values." (See Project Supplements II and IIA under separate cover.) Training data gatherers will be a continuing activity through project Phase II.

6.0 Patterns of Organization and Operational Policies for the Education Objectives Commission Determined

Research and other data was surveyed in the following areas:

A. History of education objectives commissions in the United States

B. Relevant contemporary research literature on the problems of projecting educational futures

C. Unique problems that the Micronesian environment may pose for the Education Objectives Commission

This research was utilized to edit the project publication, "Designs for a Guam Education Objectives Commission: Alternatives and Recommendations." (See Project Supplement III under separate cover.) This information was presented to the educational leaders on Guam in a joint meeting of the Board of Regents and the Territorial Board on January 22, 1970. In a subsequent meeting held February 5, 1970, the Territorial Board of Education adopted a resolution which indicated they favored a Commission composed of seven lay members and three professional staff members from the Department of Education. The Board of Regents passed a companion resolution in their February meeting which established the Commission and indicated ten members of the Commission would be appointed by the President of the University.

6.1 Goals of the Commission

The Board's resolutions also approved the following set of responsibilities and specific tasks for the project and the Education Objectives Commission to perform.

6.1.1 Develop a descriptive profile of native born Guamanian attitudes toward education and educationally related values.

6.1.2 Establish a systematic method of identifying critical educational needs for Guam. This method should

A. Develop an operational philosophy of education which will establish consistency between fact, value and policy.

B. Use the operational philosophy as an evaluative criteria to assess the validity, feasibility and criticality of concerns and recommendations expressed of educational studies conducted on Guam since 1965.

C. Establish a tentative priority list of educational needs on Guam based on existing studies.

D. Identify and recommend necessary additional research which appears to be essential in finding solutions to pressing educational problems on Guam.

6.1.3 Develop a working relationship with the Commission of States to gain full benefit for Guam from the meaningful research and information regarding educational problems and needs in the future.

6.1.4 Establish a dialogue with groups charged with projecting educational futures -- for example, the Eight State Project. This could be facilitated by developing a mechanism to process and utilize information flowing from such agencies which have relevance for Guam.

6.1.5 Recommend ways of reorienting the present educational system to satisfy the priorities which have been identified.

7.0 Training Program for Objectives Commission Developed

To accomplish this goal, two missions were established.

7.1 Mission 1: Develop a clear and detailed statement of the competencies needed by the Education Objectives Commission members to effectively carry out the tasks assigned to them.

Based on the tasks to be performed by the Commission, the following competencies were determined to be essential skills for Commission members.

7.1.1 Perform a concerns analysis. Take a concern and process it through a series of considerations into a validated need.

A. Differentiate between statements of facts, policies and values.

B. Create a relevant set of statements of values from a given statement of educational concerns and related facts and policies.

C. Follow a defensible procedure with confidence in determining the degree of discrepancy between a set of values for a given concern.

D. Demonstrate the ability to conduct a Q-sort analysis in ranking a given set of validated problems into a priority ranking.

7.1.2 Improve basic communication skills and decision-making procedures resulting in more effective group action.

A. Recognize group decision-making, either planned or by default.

B. Recognize principles of effective group processes.

C. Interpret group discussions by identifying principles of effective group processes in operation.

D. Recognize the need for skills in communication.

E. Identify paraphrases, perception checks, behavior descriptions and descriptions of feeling.

F. Distinguish between a behavior description and a statement that imputes motive.

G. Distinguish between expressions of feeling and descriptions of feeling.

7.2 Mission 2: Design an Objectives Commission training program and materials that will provide the identified competencies.

This training system was completed and field tested in the last quarter of FY 1970. A brief summary of the design, rationale and objectives is presented in Appendix F.

8.0 Commission Formally Established Through the Appropriate Territorial Offices

Although joint Board action established the Commission and designated membership for a "trial run" operation during the final quarter of FY 1970, a series of unexpected events prevented the "trial run" from being conducted on schedule.

The Department of Education personnel assigned to the Commission were tied up in the Department's initial experience in collective bargaining with the newly elected AF&T bargaining unit. Negotiation sessions were conducted for 2-1/2 months of the final quarter of FY 1970.

The seven members of the Territorial Board of Education were designated as Commission members for the "trial run." However, the Territorial Board of Education was without a quorum during March, April and part of May due to the serious illness of the Board chairman and off-island travel of other members. When the Board was reconstructed in May, the agenda was filled with a heavy backlog of business.

In March the University of Guam President resigned to run for Lt. Governor of the Territory of Guam. The new president was appointed in April and was not scheduled to arrive on Guam until August 1970.

In consideration of these factors, the project coordinator, acting on the advice of the Director of Education and project representative from the University of Guam, developed a contingency plan whereby the Commission would be formally and permanently established during Phase II, FY 1971.

9.0 Train the Commission: A contingency plan

Because of circumstances listed above, a contingency plan was adopted to permit field testing of the concerns analysis portion of the Commission's training program with the Planning Committee for Bilingual Education. This committee was composed of 15 members with a mix between lay and professional people. Appendix G illustrates the trainee product of this training session.

The communication component of the training system was field tested with a group of professional educators. Further refinement of the total Commission training program is planned during the first quarter FY 1971. Research evidence produced during Phase I will be processed through the new administration and policy board and structured to develop guidelines for establishing a permanent Commission during Phase II, as proposed in the FY 1971 approved project.

10.0 Project Evaluation

10.1 Accomplishment of goals

Progress toward project goals has been achieved in the following areas:

10.1.1 A three-component, 90-hour training program has been developed and used in training 100 educational personnel from the Department of Education and the University of Guam in first-level systems approach to educational planning and evaluation.

10.1.2 Project research resulted in the publication "Designs for a Guam Education Objectives Commission: Alternatives and Recommendations," which presents guidelines and alternatives for establishing an effective Education Objectives Commission on Guam. This publication served as a reference document to the Board of Regents and the Territorial Board of Education as they studied the issue of establishing a Commission.

10.1.3 The concept of an Education Objectives Commission was established by a joint resolution passed by the Board of Regents of the University of Guam and the Territorial Board of Education.

The Board's resolution also approved a set of specific tasks for the project to accomplish during Phases II and III.

10.1.4 An Education Objectives Commission training system was designed and field tested during project Phase I - FY 1970 (Appendix F).

10.1.5 A research project designed to develop a profile of Guamanian (native born) attitudes toward education and related values was completed June 15, 1970 (Supplements II & II A). The information will serve as a point of reference in developing more effective and more relevant recommendations for education on Guam.

10.2 Evaluation of the training programs

10.2.1 Participant Evaluation Data

During each of the three training programs, data on participants' perceptions of the following dimensions of the programs were gathered and analyzed:

A. How clear did you feel about what you were supposed to be doing during this workshop?

B. How well did you like the variety of activities (listening to records plus discussion, etc.)?

C. To what extent did the ideas in these materials seem really new to you?

D. In terms of ideas and language, how understandable did you feel the reading materials were?

E. To what extent do you see these ideas as being adaptable to your needs in understanding and/or work with children and teenagers?

F. Did the materials or activities stimulate your thinking about new or different ways of working with or relating to children or teenagers?

G. Did the workshop help you arrive at any new ideas for action you could take or approaches you could try in your work or other areas of interest?

H. In your opinion, would it be possible to implement these ideas under existing conditions?

I. To be honest, what do you think the chances are that you will actually try to follow through on any of the ideas you listed in question G?

J. Although there may have been ups and downs along the way, at this point how productive do you feel this workshop was?

Dr. James Hale served as evaluator of this phase of the project. The complete reports of the workshops are reported in the appendix sections as follows:

Appendix H -- Evaluation

Appendix I -- Systems Approach to Educational Planning

Appendix J -- Instructional Improvement

Data from these evaluations will be used in program revision and followup evaluation activities during FY 1971.

10.2.2 Areas of Participant Concern

Major areas of concern include the following:

A. More variety of learning activities are needed, i.e., better use of media, more individual and small group work

B. Verbal and written materials must be presented in language more appropriate to Guam educational personnel, particularly in the "systems approach" component

C. Organization and design of the evaluation component must include a strong emphasis on perceived purposes

10.2.3 Other Evaluation Data

In addition to the participants' evaluation of the workshops, pre and postdata were gathered from the major training program, "Systems Approach to Educational Planning."

10.2.3.1 Description of Major Training Program

The "Systems Approach to Educational Planning" program was designed to train participants to perform the eight skills listed in Column I of Table 3.
Expected level of achievement for the workshop was established at 75/75. At the conclusion of the workshop, 75 percent of the participants would be able to perform 75 percent of the skills defined in the list of desired behavior outcomes.

A preassessment inventory was conducted with each participant to determine if he could successfully perform each of the eight tasks. Column II of Table 3 lists the results of this preassessment. For example, before training, 13 of 18 (72 percent) of the participants were able to "distinguish between a problem and a solution," 19 percent of the participants could perform a concerns analysis, etc.

Column III lists the number and percentage of participants who could successfully perform the defined skill at the conclusion of the workshop. This was determined by examining the participants' workshop products which were developed as a process during the training sessions. Each participant selected a problem and applied the systems approach in seeking a solution to the problem. Appropriate skills learned in the training sessions were applied. Appendix K reports one of the participants' products as an example of this process.

Examination of Table 3, Column IV indicates that at the conclusion of the first workshop, the 75 percent criterion of success was exceeded on 7 of 8 items.

The second workshop in "Systems Approach to Educational Planning" is also reported in Table 3.

Postworkshop assessment indicates that the 75/75 criteria were equalled in that 6 of 8 or 75 percent

of the skills were mastered by over 75 percent of the trainees participating in the second workshop.

10.3 Long-Range Project Evaluation

Long-range evaluation will be based on the effectiveness of the long-term impact of the project in terms of:

A. The effectiveness with which the community and the Territorial leaders function in the planning effort.

B. The effectiveness with which the Commission, once operational, performs the tasks assigned.

C. The extent to which the recommendations of the Commission are implemented or reflected in educational practices on Guam.

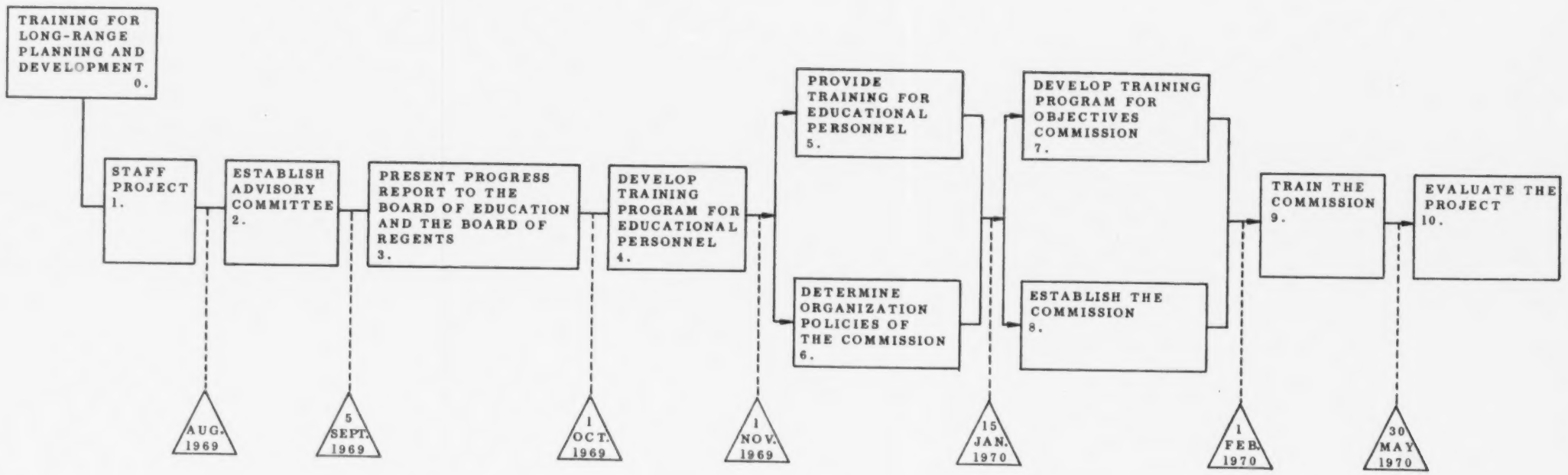
The Research and Evaluation Division of the Northwest Regional Educational Laboratory will prepare recommended instruments and detailed evaluation plans for the Education Objectives Commission component of Project Phase II.

TABLE 3
Summary of Data of the Pre and Postinventory for
The Systems Approach to Educational Planning Workshop

I	II		III		IV
Desired Outcome	Number and Percentage of Participants Who Could Successfully Perform Desired Skill				
	Preworkshop Assessment		Postworkshop Assessment		Meets 75% Criteria
	Number of Successful Participants of total	Percent Successful Participants of total	Number of Successful Participants of total	Percent of Successful Participants of total	
Workshop #1					
1. Distinguish between a problem and a solution	13 of 18	72.2	18 of 18	100.0	+
2. Conduct a concerns analysis	0 of 18	0.0	17 of 18	94.4	+
3. Define a problem	12 of 18	66.7	15 of 18	83.3	+
4. Draw an acceptable mission profile	0 of 18	0.0	14 of 18	77.8	+
5. Perform an acceptable function analysis and task analysis	0 of 18	0.0	16 of 18	88.9	+
6. Generate alternative solutions to a problem	1 of 18	5.6	17 of 18	94.4	+
7. Construct a flow chart	4 of 18	22.2	17 of 18	94.4	+
8. Design a plan for evaluation of a project	1 of 18	5.6	11 of 18	61.1	-
TOTAL	31 of 144	21.5	125 of 144	86.8	7-8(87.5%)
Workshop #2					
1. Distinguish between a problem and a solution	13 of 16	81.3	15 of 16	93.8	+
2. Conduct a concerns analysis	3 of 16	18.8	14 of 16	87.5	+
3. Define a problem	8 of 16	50.0	15 of 16	93.8	+
4. Draw an acceptable mission profile	0 of 16	0.0	15 of 16	93.8	+
5. Perform an acceptable function analysis and task analysis	0 of 16	0.0	14 of 16	87.5	+
6. Generating alternative solutions to a problem	1 of 16	6.3	12 of 16	75.0	+
7. Construct a flow chart	3 of 16	18.8	9 of 16	56.3	-
8. Design a plan for evaluation of a project	0 of 16	0.0	0 of 16	0.0	-
TOTAL	28 of 128	21.9	94 of 128	73.4	6-8(75%)

APPENDIX A

PLANNED ACTIVITIES DIAGRAM
1969-70
FOR EPDA PROJECT I


TRAINING FOR LONG-RANGE PLANNING AND DEVELOPMENT 0.
STAFF PROJECT 1.
ESTABLISH ADVISORY COMMITTEE 2.
PRESENT PROGRESS REPORT TO THE BOARD OF EDUCATION AND THE BOARD OF REGENTS 3.
DEVELOP TRAINING PROGRAM FOR EDUCATIONAL PERSONNEL 4.
PROVIDE TRAINING FOR EDUCATIONAL PERSONNEL 5.
DETERMINE ORGANIZATION POLICIES OF THE COMMISSION 6.
DEVELOP TRAINING PROGRAM FOR OBJECTIVES COMMISSION 7.
ESTABLISH THE COMMISSION 8.
TRAIN THE COMMISSION 9.
EVALUATE THE PROJECT 10.
AUG. 1969
5 SEPT. 1969
1 OCT. 1969
1 NOV. 1969
15 JAN. 1970
1 FEB. 1970
30 MAY 1970

APPENDIX B

STAFFING SUMMARY

APPENDIX B

STAFFING SUMMARY
(Other than Project Staff)

Consultants for Project I

Name	Firm	Task
Michael Giammatteo	Northwest Regional Educational Laboratory	Evaluation workshop
Ray Jongeward	Northwest Regional Educational Laboratory	Evaluation workshop
Jefferson Eastmond	World Wide, Inc.	Systems planning workshop
Walter S. Wilson	University of Guam	Resource: cultural value study
Wayne Phillips	Idaho State Department of Education	Program development
Jack Pelowski	Guam Department of Education	Data gathering
Tom E. Thomas	Guam Department of Education	Data gathering
Darrel Duncan	Guam Department of Education	Data gathering
Edward Seger	Northwest Regional Educational Laboratory	Evaluation design
Larry Harty	Insgroup, Inc.	Instructional improvement workshop
Bruce Monroe	Insgroup, Inc.	Instructional improvement workshop
Joel Lanphear	Guam Department of Education	Production specialist
William Broadbent	Teaching Research	Political science researcher
Helen Farr	Teaching Research	Historical researcher
Ken Simon	Northwest Regional Educational Laboratory	Publication

APPENDIX C

STAGES OF PRODUCT
DEVELOPMENT AND INSTALLATION

Details of Development Schedule
Table 1 - Decision Matrix
Table 2 - Development Schedule Diagram

Stages of Product
Development and Installation
of a Training Program for Educational Planners on Guam*

A. Concept Stage

1. Define Problem.

The following problem definition was established July 1, 1968:

To train educational personnel to function as long-range educational planners and thus provide technical support to the Educational Objectives Commission as they coordinate educational developments with long-range economic, environmental and political development of the Territory.

2. Develop Desired Outcomes.

To determine necessary skills to enable Guam educational personnel to do effective planning, an extensive review of literature and assessment of the local setting was conducted. The outcome of this activity was the development of the following long-range (three-year) desired outcome for the training system.

Selected educational personnel from Guam using this training system in an approximately sixty-hour training program can train 80 percent of Department of Education personnel employed in the position of planning and evaluation to perform eight percent of the following tasks:

*Format adapted from Northwest Regional Educational Laboratory's Planning Council Minutes, May 4, 1970.

a. Conduct Needs Assessment

Demonstrate knowledge of several strategies of needs assessment (for environmental analysis) appropriate to the unique setting of Guam.

b. Write Performance Requirements

Select the objectives stated in measurable terms from a list of 20 performance requirements.

Construct a goal tier from existing policy objectives producting acceptable objective statements at three lower levels. These levels must represent a 50 percent sample of a complete goal tier relative to the proposal under development.

Determine at least 90 percent of the functions and 50 percent of the implied events in an event network logically implied in the goal tier.

c. Perform Concerns Analysis

Distinguish between a problem and a solution by correctly classifying 50 percent of such items from a random list of 20 when the level of abstration is specified.

Take a concern and process it through a series of considerations into a validated need.

d. Conduct a Concerns Analysis

Take a simple need statement and properly define a problem from it

(complete with mission, objective and suggested solutions).

Draw an acceptable mission profile from a properly stated problem.

Demonstrate an ability to perform an acceptable function and task analysis from a given problem statement and mission analysis.

e. Generate Alternative Solutions

Demonstrate the ability to observe certain logical elements and apply one or more creative principles in generating a number of alternative solutions to a problem.

f. Select "Best" Solution

Follow a defensible procedure with confidence in making a selection from a number of alternative solutions.

g. Design Action Programs

Construct a flow chart (or PERT network) of major milestones after being given the essential information.

h. Design Evaluation Plan

Design a plan for evaluation of a project or similar enterprise that includes a rationale and all steps of the generic problem solving process.

Generate a formative evaluation strategy with at least one contingency plan to redirect a project at each of four program reviews.

3. Define Constraints.

The following constraints were identified for the training system: (September 15, 1969)

Time:	Three years to develop and implement.
Relevancy:	Training system to be realistic in terms of length of training period. Initial year was set at 90 hours split into three sessions. Final product to be 60 hours in length.
Organizational requirements:	Local personnel will be able to install and operate system with minimum external services by 1973.

4. Conduct Preliminary Screening.

Review of data and information from items 1, 2 and 3 by those indicated on the decision matrix included in Table 1, Appendix C.

(Completed September 23, 1969)

B. Feasibility Stage

5. Conduct Knowledge Search.

Available literature in planning and evaluation training systems was reviewed.

Three training systems were ultimately selected:

(a) NWREL Program Evaluation

(b) World Wide, Inc. - Systems Approach to Educational Planning, and

(c) Insgroup, Inc. - Instructional Improvement

(Selection completed October 15, 1969)

6. Do Feasibility Analysis.

The three mainland agencies developed and field tested training programs. These were assessed by actually training local educators via the systems. This proved to be a sound test of the practicality of the proposed products in terms of:

(a) Learner characteristics

(b) Language of the training system

(c) Training personnel

(d) Economics of time and money

The data produced in the feasibility analysis will be used for decision making in Stage C. (Completed April 15, 1970)

7. Check Copyright/Patent.

Assurance that products are free from prior rights through copyrights, patents and/or contracts. Products developed and/or used in Phase I were cleared via contractural arrangements with World Wide, Inc. and Insgroup, Inc. (Completed for Phase I as each contract was signed)

◇8.◇ Conduct Feasibility Screening

Information and data from items 5, 6 and 7 were reviewed by the following:

(a) NWREL staff, items 5, 6, 7

(b) World Wide and Insgroup, item 7

Stages A and B were completed during FY 1970. Stages C and D will be completed during FY 1971.

C. Operational Planning Stage (FY 1971)

9. Develop Two-Year Plan.

Accumulate data and information into a two-year plan that meets criteria and guidelines - FY 71 and 72. (To be completed by July 1, 1970.)

10. Develop Operational Year Plan

Detailed work plans according to criteria for contract period July 1, 1970 - June 30, 1971. (To be completed by August 1, 1970.)

Review Plans.

Review of items 9 and 10 as indicated on the decision matrix. (To be completed by September 1, 1970.)

12. Revise Plans.

Plans (items 9 and 10) revised as needed. (To be completed by September 22, 1970.)

D. Development Stage

13. Initiate Operations.

This event begins the refinement and development of the Phase II training package, including the establishment of development teams, review of mission, refinement of management plan, establishment of selection criteria for trainees and data for training sessions. The design and specifications which will be used to guide the creation of the prototype training program are to be developed. (To be developed by November 10, 1970.)

◇14◇ Review Research and Evaluation Plan.

A review of the research and evaluation plans will be conducted to determine if standards and procedures have been met as indicated on the decision matrix. (To be completed by November 13, 1970.)

15. Develop Exploratory Unit.

The draft of a product from Component I of the instructional system will be developed. (To be completed by November 20, 1970.)

16. Test Exploratory Unit.

A tryout of the exploratory unit with a limited number of potential users will be conducted under controlled conditions to ascertain feasibility. (To be completed by November 25, 1970.)

◇17◇ Review Exploratory Test.

The review of the exploratory unit and its test data and information will be reported as indicated on the decision matrix. (To be completed by December 11, 1970.)

18. Develop Prototype Product.

Prototype of final product will be developed and made ready for pilot testing. (To be completed by January 7, 1971.)

19. Conduct Pilot Test.

An intensive tryout of the prototype of the final training system will be conducted with selected potential users under controlled conditions to ascertain revision needs, replicability and attainment of objectives. (To be completed by January 15, 1971.)

◇20◇ Assess Pilot Test.

The report of the review of pilot test data and information will be made as indicated on the decision matrix. (To be completed by February 5, 1971.)

21. Design Specifications for Phase III.

The design and specifications which will be used to refine the training system will be made. (To be completed by February 10, 1971.)

22. Ready System for Field Test.

The training system will be readied for field testing according to design and specifications. (To be completed by March 1, 1971.)

23. Conduct Field Test.

A systematic testing of the training system will be made using a selected sample from the target group in a realistic setting. (To be completed by April 15, 1971.)

◇24◇ Review of Field Test.

A report of the review of the training system data and information from the field test will be made as indicated on the decision matrix. This will include a report of the effectiveness of the training system. (To be completed by June 30, 1971 - end of FY 1971.)

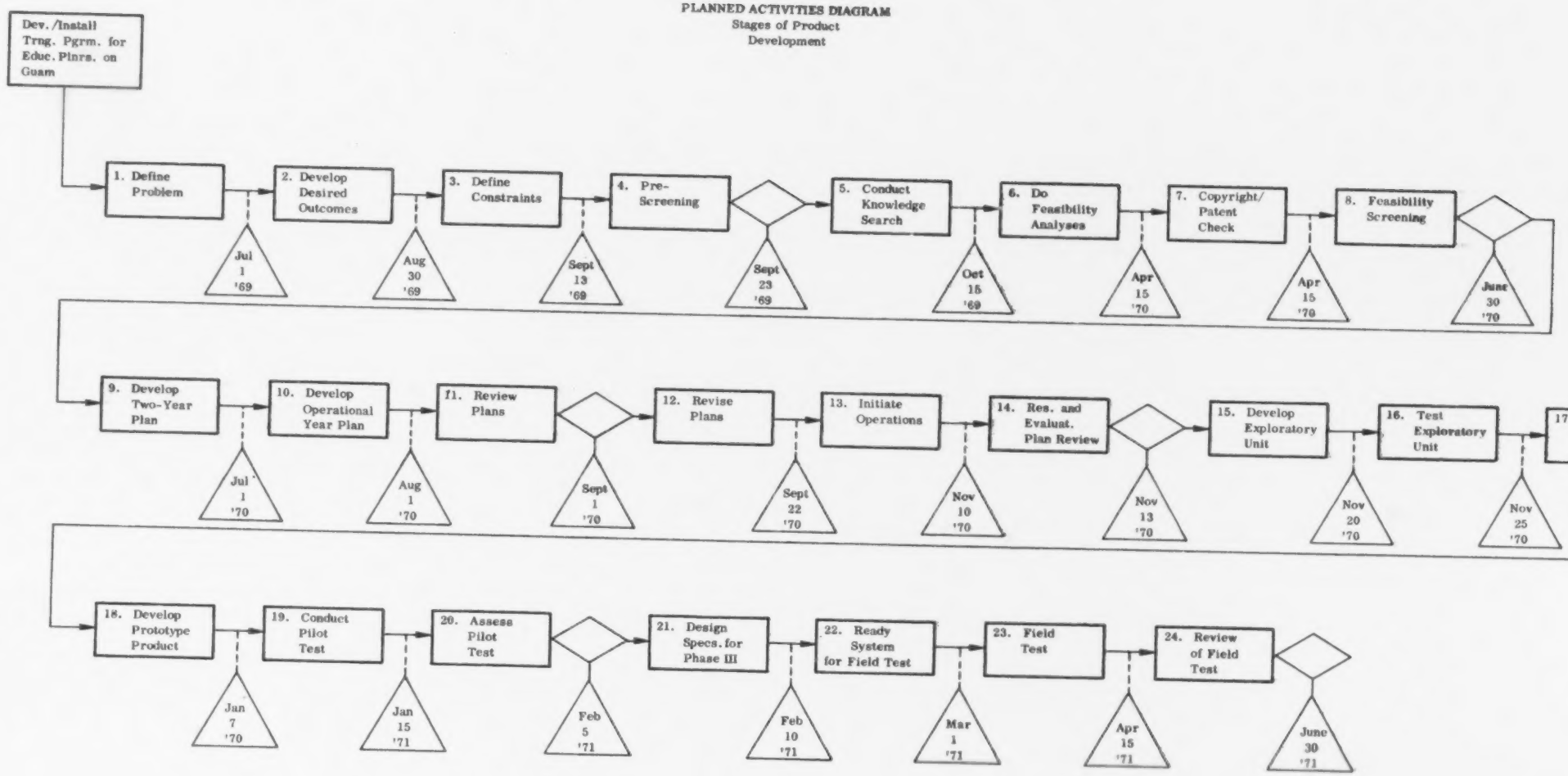
E. Installation Stage FY 1972

This stage will be included in Phase III proposal. (To be developed by February 10, 1971.)

DECISION MATRIX

Decision Points	Project Coord.	Guam/ NWREL Directors	Support Units R&E	Contractural	Plng. & Coord. Council	Dir. of Educ. DOE	Pres. of Univ. of Guam
4. Preliminary screening	Z	A	I		C	C	C
8. Feasibility screening	Z	A	I	C	I	I	I
11. Review plans	Z	A			A	A	A
14. Review research & evaluation plan	Z	A	A		I	I	I
17. Review exploratory test	Z	A	C		I	I	I
20. Assess pilot test	Z	A	I		C	C	C
24. Review field test	Z	A	A		I	I	I

PLANNED ACTIVITIES DIAGRAM
Stages of Product Development



APPENDIX D

WORKSHOP PARTICIPANTS

EVALUATION WORKSHOP

November 24-26, 1969

Mr. Rudy Balbin	State Advisory Council	George Washington Junior High School
Rev. Father Manuel Cruz	State Advisory Council	Superintendent of Catholic Schools
Mr. Dick Dougherty	State Advisory Council	State Technical Service
Mr. Wayne Frank	State Advisory Council	George Washington High School
Mr. Pedro Leon Guerrero	State Advisory Council	Office of Economic Opportunity
Mrs. Rosa T. P. Salas	State Advisory Council	Asst. Superintendent - Elementary
Mr. Vincent Q. Sanchez	State Advisory Council	Chief Commissioner
Dr. Blair Sparks	State Advisory Council	Vice President - Research, University of Guam
Dr. Bob Murray	Project Staff	Learning Resources Center
Mr. Joel Lanphear	Project Staff	Learning Resources Center
Mr. Joe T. Barcinas	ESEA Title III Coordinator	Federal Office, Department of Education
Mrs. Patricia Erhart	ESEA Title I Coordinator	Federal Office, Department of Education
Mr. Jack Pelowski	NDEA Title III Coordinator	Federal Office, Department of Education
Mr. Richard Tennessen	Superintendent of Research & Planning	Office of Research & Communications, Department of Education

Mrs. Lagrimas Untalan	TESOL Consultant	Department of Education
Sister Ellen Jean Klein	TESOL Consultant	Department of Education
Mr. Thomas Barcinas	TESOL Consultant	Department of Education
Mr. Jay Kilpatrick	TESOL Consultant	Department of Education
Mrs. Elizabeth Rivera	Reading Consultant	Department of Education
Mrs. Alice Lumlung	Elementary Curriculum Coordinator	Department of Education
Mrs. Angelina Pangelinan	Primary Consultant	Department of Education
Mrs. Harriett Gutierrez	Follow-Through Consultant	Department of Education
Miss Lucy Garrido	Headstart Consultant	Department of Education
Mr. Leroy Hirst	Math Consultant	Department of Education
Mr. James Branch	Science Consultant	Department of Education
Mr. Darrel Duncan	Social Studies Consultant	Department of Education
Mrs. Lorraine Yamashita	Home Economics Consultant	Department of Education
Mrs. Teresita Perez	Business Education Consultant	Department of Education
Mr. Adriano Pangelinan	Art Consultant	Department of Education
Mr. Eric Eaton	Industrial Arts Consultant	Department of Education
Mrs. Jean Barnes	Language Arts Consultant	Department of Education
Mr. Marshall Bridge	Foreign Language Consultant	Department of Education
Mr. Garland Wilhite	Principal	J. F. Kennedy High
Mr. Jose Leon Guerrero	Principal	Dededo Junion High
Mr. Joaquin Palomo	Principal	Wettengel Elementary School

Mrs. Rosa Reyes	Principal	F.Q. Sanchez School
Mr. Elroy Benavente	Principal	Ordot-Chalan Pago School
Mr. Robert McConnell	Assistant Principal	George Washington Senior High School
Mr. Francisco P. Acfalle	Assistant Principal	Agat Elementary School
Mr. Pedro Aguon	Assistant Principal	Agat Junior High School
Mr. Tom Thomas	Curriculum Coordinator, Secondary Education	Department of Education
Mr. Bill Smith	Assistant Superintendent, Secondary Education	Department of Education
Mrs. Julia Certeza	Assistant Superintendent, Special Education	Department of Education
Mr. Richard Sutton	Guidance Consultant of Secondary Schools	Department of Education

SYSTEMS APPROACH TO EDUCATIONAL PLANNING

WORKSHOP I
January 5 - 9, 1970

Mr. Dick Tennessen	Deputy Superintendent, Plans and Research
Dr. Andrew Shook	Academic Vice President, University of Guam
Miss Del Aguigui	Deputy Director, Instruction & Curriculum
Mr. Galo Camacho	Deputy Director, Administrative Services
Mrs. Pat Potter	Supervisor, Federal Aid to Education
Mrs. Pat Ehrhart	Program Coordinator
Mrs. Rosa T.P. Salas	Associate Superintendent, Elementary
Mr. Sam Cespedes	Associate Superintendent - Vocational Education
Dr. Robert Murray	Director, LRC
Mrs. Alice Lumlung	Coordinator, Curriculum & Instruction (Elementary)
Mr. Garland Wilhite	Principal, J.R. Kennedy High School
Mr. Jose Leon Guerrero	Principal, Dededo Junior High School
Mr. Ted Nelson	Principal, George Washington Senior High School
Mr. Joe Plomaritis	Public Relations Officer
Mrs. Margaret Alstrom	Assistant Academic Vice President
Mr. Alex Flores	Administrative Vice President
Mr. Harry Owings	Dean, College of Continuing Education
Mr. Ken Carriveau	University Librarian
Mrs. Gloria Nelson	Associate Superintendent - Elementary

SYSTEMS APPROACH TO EDUCATIONAL PLANNING

WORKSHOP II
January 12 - 16, 1970

Mr. Franklin Quitugua	Director of Education
Mr. Joe Barcinas	Program Coordinator
Mr. Jack Pelowski	Program Coordinator
Mr. Jose Rosario	Principal, Piti Elementary
Mr. Clark Jewell	Associate Superintendent, Building & Grounds
Mr. Tim Certeza	Associate Superintendent - Business
Mr. Frank Rivera	Associate Superintendent - Personnel
Mrs. Julia Certeza	Assistant Superintendent - Special Education
Mr. Bill Smith	Assistant Superintendent - Secondary
Mr. Tom Barcinas	School Program Consultant, TESOL
Mrs. Teresita Perez	School Program Consultant, Business Education
Mrs. Lorraine Yamashita	School Program Consultant, Home Economics
Mr. Duane Pierce	Principal, Vocational & Technical High School
Dr. Antonio Yamashita	President, University of Guam
Mr. Roger Rickey	Dean, College of Letters, Arts & Sciences
Mr. Tom Thomas	Coordinator of Curriculum & Instruction, Secondary Education
Dr. Larry Kasperbauer	Dean, College of Education

EPDA - INSTRUCTIONAL IMPROVEMENT WORKSHOP

April 6 - 9, 1970

Mrs. Josefina Barcinas	University of Guam graduate student
Mr. Joseph Barcinas	Program Coordinator, Title III
Mr. Tom Barcinas	School Program Consultant, TESOL
Mrs. Julia Certeza	Asst. Superintendent, Special Education
Dr. Ardith Champlen	University of Guam
Mr. Darrel Duncan	School Program Consultant, Social Studies
Mrs. Patricia Ehrhart	Program Coordinator, Title I
Mr. LeRoy Hirst	School Program Consultant, Mathematics
Sister Ellen Jean Klein	School Program Consultant, TESOL
Mr. Joel Lanphear	Learning Resource Center
Mr. Manuel Palacios	University of Guam graduate student
Mr. Jack Pelowski	Program Coordinator, NDEA Title III
Mrs. Teresita Perez	School Program Consultant, Business Education
Mr. Bob Peryon	University of Guam
Mrs. Maria Roberto	Principal, Agat-Santa Rita Elementary School
Mrs. Terry Salas	Deputy Director, Division of Vocational Rehabilitation
Mr. Albert San Augustin	University of Guam graduate student
Mr. Dave Smith	University of Guam
Mr. Tom Thomas	Coordinator of Curriculum and Instruction, Secondary Education
Mrs. Lorraine Yamashita	School Program Consultant, Home Economics

APPENDIX E

OVERVIEW OF THE GUAM PLANNING AND DECISION-MAKING SYSTEM

During the past decade there have been numerous effective planning and management procedures and tools developed for use in government, business and industry. Many of these processes can be grouped into a general category typically called the systems approach of planning. Man's successful sequence of moon landings is perhaps the most dramatic payoff of systematic planning.

Recently, various groups, including the U.S. Office of Education have adapted and applied these procedures to educational planning. During fiscal year 1970 selected Guam educators, in cooperation with the Northwest Regional Educational Laboratory, devised a Territorial planning and decision-making model which established systematic methods and procedures in needs assessment and long-term planning for Guam. Field testing of this system will be completed by June 30, 1970.

A brief description of how the system is to operate follows. See Figure 1 on the last page of this appendix.

1.0 Identify Concerns

Planned activities under 1.0 are designed to provide a systematic procedure for educational concern identification for Guam. The initial activities for harvesting concerns from the system's environment are: 1.1 - Developing an Attitudinal Profile of the Native Born Guamanian Toward Education and Related Values, and 1.2 - Identify Concerns from Existing Studies. Planned activities 1.1 and 1.2 are considered to be initial harvest of concern activities. Analysis of data produced from these activities will help identify subsequent activities to assure a comprehensive and continuous procedure of feeding concerns into the decision-making model. Additional research and needs assessment activities will be initiated as information gaps are systematically identified by the planning and decision-making system.

2.0 Classify Concerns

Concerns typically fall into various classifications. For example, concerns harvested from existing studies during 1970 were compiled and classified into fifteen general categories to facilitate processing.

3.0 Compile Relevant Facts and Policies (What Is)

For each concern expressed, relevant facts and policies are identified in order to provide accurate data to develop evaluative criteria used in assessing the expressed concerns. Facts are data derived from a variety of sources which range from research studies to group perceptions which define "what is" at the present time. Policies are written statements from governing or administrative groups which are intended to provide direction to educational agencies. Policies

also define "what is." Trained educational personnel are responsible for doing the initial compilation of facts and policies. During this process facts are checked for accuracy (3.1) and reliability (3.2). If sufficient data are not available, additional research is prescribed.

4.0 Develop Evaluative Criteria

After the facts and policies described "what is" have been compiled for the expressions of concerns, the next step is to formulate sets of value statements for each concern prescribing "what ought to be." It is recommended that this phase of the planning be done by the Educational Objectives Commission. It is accomplished by having the group analyze each concern and review the facts and policies as they generate the value statements. (The value statements later serve as guidelines in developing performance requirements (9.1) for educational plans.)

5.0 Assess Concerns

Next, the concern is checked for validity (5.1). That is, does the concern represent a valid discrepancy or deficiency in terms of the values generated by the group? When a mismatch can be clearly demonstrated between "what is" (facts and policies) and "what ought to be" (values) a validated need has been identified.

An estimate is then made of the degree of the deficiency or discrepancy (5.2) which exists in the concern. Reference to the data compiled in the facts column should satisfy part of this requirement. The value statements are then used to place the concern in its proper perspective. Thus, the task is one of estimating the extent of difference that exists between "what is" (fact) and "what is desired" (value). The result is a list of validated needs.

Guam, like most states, simply does not have available sufficient human and financial resources to solve all educational problems at the same time. What is required as a final step in the concerns analysis (5.3) is determining criticality (5.3), that is, how does each validated need fit into a priority of all other needs requiring attention? A weighing procedure is used by the Commission to determine which concern is most crucial or which should be resolved initially for logical or strategical reasons. The end product of this activity will be a list of priority needs arranged in rank order. Thus, the concerns analysis results in collated facts and policies, compilation of values as part of an operational philosophy and a priority list of critical educational needs.

6.0 Collate Facts and Policies

Collated facts and policies are transmitted to a Territorial data bank for future decision making.

7.0 Compilation of Values as Operational Philosophy

Values generated by the Commission become a part of the Territorial operational philosophy.

8.0 Submit Critical Needs

Selected priority needs in the form of validated needs statements are next transmitted from the Education Objectives Commission to selected educational task force personnel skilled in systematic planning.

9.0 Develop Plans

Selected task forces of trained personnel develop implementation plans using skills acquired during 1969-70 training sessions, i.e., writing performance objectives (requirements), problem analysis (modeling), generating alternative solutions, selecting "best" solution, designing action program, and evaluaton and reporting.

10.0 Review of Implementation Plans

Once implementation plans are developed by educational personnel they are to be submitted back to the Education Objectives Commission for action.

11.0 Implement Plans

From the Commission the implementation plans are transmitted to decision making bodies for funding and implementation.

12.0 Evaluation, Reporting and Recycling

As projects are implemented they will be monitored via the evaluation design developed in 9.6. Data from the evaluation flow back into the system to be used for future decision making.

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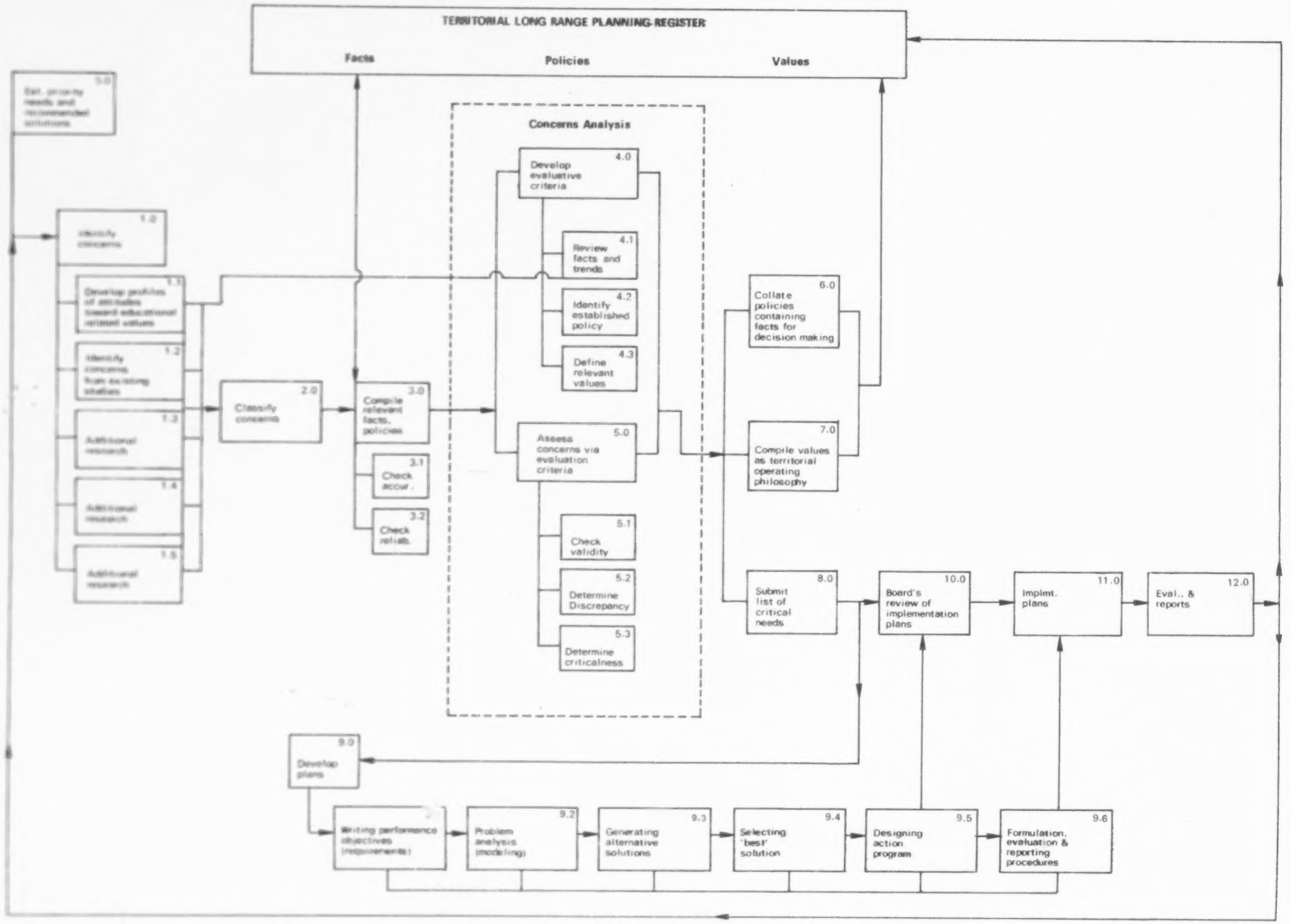
A SYSTEMATIC PLANNING AND DECISION-MAKING MODEL
FOR GUAM EDUCATION



APPENDIX F

TRAINING PROGRAM COMPONENTS

Education Objectives Commission Training Program

COMMUNICATION COMPONENT
(Part I)

Content

Effective Group Processes	2 hours
Basic Communication Skills	2 hours

Sessions

1.	Introduction	15 minutes
2.	Task and decision-making procedures check list	30 minutes
3.	Effective group processes and self-correcting exercise	20 minutes
4.	Discussion and effective group survey	35 minutes
5.	Summary	20 minutes
6.	Basic communication skills	20 minutes
7.	Practice a self-correcting exercise	60 minutes
8.	Discussion--summary and evaluation	40 minutes

Goal

To improve basic communication skills and decision-making procedures resulting in more effective group action.

Objectives

Recognize group decision-making either planned or by default. Recognize principles of effective group processes. Interpret group discussions by

identifying principles of effective group process in operation. Recognize the need for skills in communication. Identify paraphrases, perception checks, behavior descriptions, and descriptions of feeling. Distinguish between a behavior description and a statement that imputes motive. Distinguish between expressions of feeling and descriptions of feeling.

SESSION 1

Rationale

To provide a base of information to which both trainees and trainers can refer in subsequent activities.

To provide a starting point for development of more effective communication.

Activities	Objectives
Lecture: 15 minutes "An Introduction to Communications Training"	The trainees will:
A rationale for initiating the program by studying communications and group behavior	Recognize certain key factors which affect communications
An introduction to communication training content outline	Recognize the reason for initiating the program with a study of communications and group behavior
Communication training goals and objectives	Recognize the relationship between intention and effect
	Recognize the necessity for a feedback system in effective communication

Trainer's Information

This seminar is designed to provide a reference base for initiating the program. It deals with key communication factors which have bearing on effective group work.

The seminar content is intended to be presented in lecture form to the total workshop group by one of the trainers. The trainer can best use the content to serve as a guide and adapt and vary the presentation to fit his own instructional style. He may wish to distribute a list of the session titles to the trainees so they can follow the presentation. The trainees will be given a task as a concluding part of the presentation.

SESSION 2

Rationale

To provide a starting point for developing communication skills.

To provide opportunity for group interaction which will lead eventually to a study of group processes.

Activities

Task: 30 minutes
Session 1 ended with the presentation of a task as a possible focus for group interaction

Allow group to interact in an essentially unstructured manner toward completing task

Close by administering and collecting Decision-Making Procedures Checklist

Objectives

The trainees will:

Make decision either planned or by default

Generate data about the interacton of a particular group

Examine group process in relatbn to the handout on objectives of communication training

Demonstrate some sensitivity in considering what is happening here and now in the group

Trainer's Information

A task was assigned as the ending point for Session 1. It is suggested the trainer reiterate the task and then withdraw unobtrusively from the interaction. He should focus his attention on decision making and keep a record of decisions.

Whatever the group does is a decision and employs some decision-maing process. Remember, a decision can be made by default. Some other frequntly overlooked decision points are:

1. Trainees get acquainted by introducing themselves
2. The topic under discussion does not lead to task completion
3. The group jumps from one topic to another
4. The group wants or decides to select a leader
5. Members form subgroups or cliques outside the group
6. Long periods of silence in the group

SESSION 3

Rationale

To provide a base of information to assist trainees in recognizing characteristics of effective groups.

To provide a base of information for examination and analysis of group processes.

To provide a base of information for improving communication.

Activities

Lecture: 20 minutes
"Group Processes"

An introduction to the principles of effective group processes

How to Recognize an Effective Group

Group Processes Self-Correcting Exercise

Objectives

The trainees will:

Distinguish between process and content in group interaction

Recognize principles of effective group process

Interpret simulated group situations by supplying the principles of effective group process

Trainer's Information

The lecture provides information for examining group process in terms of certain principles. The content is intended to be presented in lecture form to the total workshop group. Each trainer can best use the content as a guide. He should adapt and vary the presentation to fit his own instructional style.

The Group Processes Self-Correcting Exercise should be presented to the trainees at the conclusion of the lecture. The purpose of this exercise is to allow the trainees to assess their own understanding of the lecture content. They may or may not want to discuss the exercise in the group.

SESSION 4

Rationale

To provide information relative to previous group interaction in decision making.

To expand awareness from decision making to other group processes.

To generate additional information for analysis of group processes.

Activities	Objectives
Discussion: 35 minutes	The trainees will:
Furnish group with composite totals on Decision-Making Procedures Check List	Examine the feedback on decision making
Continue group interaction toward objectives	Compare personal perceptions of decision making with those of the group
Administer and collect Effective Group Survey	Describe group behavior or events which influenced their ratings of decision-making procedures

Trainer's Information

The trainer can begin Session 4 by returning the composite summaries of the checklists on decision making. Initially, the trainer may need to help the group get started by assisting them in the interpretation of the data. For example, what is it about the group that caused individuals to rate the decision-making checklist as they did? Describing specific situations or behaviors which influenced the ratings will provide additional process data for the groups. In any event the information is for the group to use in ways that will be profitable

to attainment of the of the objectives. The extent to which the trainer participates in interpreting the feedback data is regulated by the group's effort and ability to analyze and interpret its own behavior. During the early sessions the group may need more help interpeting the feedback.

The Effective Group Survey should be administered and collected at the close of the discussion session. It will provide an opportunity to assess group performance in relation to the principles presented in Session 3.

SESSION 5

Rationale

To generate additional information for analysis of group processes.

To establish awareness of need for communication skills.

Activities

Summary: 20 minutes

Composite totals on Effective Group Survey

Summary of Effective Group Survey

Continue group interaction toward objectives by asking trainees to assist in summarizing the first five sessions

Objectives

The trainees will:

Examine the feedback on group process

Describe specific behavior or events which influenced ratings or group process

Compare personal perceptions of group effectiveness

Recognize the need for skills in communications

Trainer's Information

At the beginning of Session 5 the trainer should compute the composite totals of the Effective Group Survey. Directions for computing the totals are as follows: Record each trainee's rating for each of the nine group principles in the appropriate column. For example, if the trainee rated principle number one, "considered contributions," as a 5, place a tally in the box under number 5 opposite item number one. If he marked item number two as a 4, place a tally in the box under 4, opposite item number two. Record each trainee's rating similarly and project the totals on transparency 3. This survey provides feedback on how effectively the trainees perceived the group to be functioning.

SESSION 6

Rationale

To provide additional background information as a base for the trainees to develop skills in understanding another's ideas and feelings and in communicating one's own ideas and feelings.

Activities

Lecture: 20 minutes
"Communication Skills"

Basic Communication skills of:
- Paraphrasing
- Perception checking
- Behavior descriptions
- Reporting of feelings

Basic Skills for Discussing Interpersonal Relations

Communication Skills Self-Correcting Exercise

Objectives

The trainees will:

Recognize some common ways groups avoid looking at their process

Identify paraphrases, perception checks, behavior descriptions and descriptions of feeling

Recognize the purposes of paraphrasing

Recognize the purpose of perception checks

Recognize the purpose of describing feeling

Distinguish between a behavior description and a statement that imputes motive

Distinguish between expressions of feelings and descriptions of feelings

Trainer's Information

This lecture is designed to provide information on specific skills which can be practiced and mastered to improve communication. The content is intended to be presented in lecture form to the total workshop group. The

trainer can best use the content as a guide, and adapt and vary the presentation to fit his own instructional style.

At the conclusion of the seminar presentation, distribute the Communication Skills Self-Correcting Exercise. Allow five minutes for completion before trainees begin their practice groups.

SESSION 7

Rationale

To broaden the base of understanding of self and group behavior.

To allow practice of specific communication skills.

Activities	Objectives
Practice: 60 minutes	The trainees will:
Continued interaction with focus on developing communication skills	Demonstrate the use of communication skills
Exercises to provide practice in communication skills (optional)	Distinguish between the skills that help them understand others and the skills that help others understand them

Trainer's Information

In this activity practice of communication skills may be done as a part of the regular group process or as a formal exercise. The optional exercises are provided to facilitate the practice of specific skills in case the group has difficulty applying them during normal interaction. Groups usually have a difficult time in describing feelings and behavior. In some cases they may ignore these skills altogether.

SESSION 8

Rationale

To generate additional information for analysis of group processes.

To provide the opportunity for the trainee to receive feedback on how he is perceived by others.

To summarize sessions 6, 7 and 8.

Activities	Objectives
Discussion: 40 minutes	The trainees will:
Continued group interaction toward the objectives	Give each other feedback through verbal interaction or the Friendly Helper Exercise
Friendly Helper Exercise (optional)	Demonstrate increasing sensitivity and openness to feedback
Summary	Demonstrate increasing skill in reporting observable behavior as a means of giving feedback

Trainer's Information

Feedback for the group may come from the Friendly Helper Exercise, if used, or from data generated in regular group interaction. The focus for this session is on how the individual perceives the group and how the group perceives him. The exercise, Friendly Helper, is especially useful as a means for helping the trainees discuss their perceptions.

One method for carrying out the exercise is for the trainer to draw the triangle on the board. The group should arrive at a consensus about each member's characteristics by placing his name on the triangle. As an

alternative, each trainee may rate every other member on paper. They then share their ratings. The group can choose one of these methods or use any other method to help them achieve the same goal.

This exercise is a good indicator of the degree of openness that exists in the group. The more open groups generally complete this exercise as a group task in which all members arrive at a verbal consensus regarding the behavior of each individual and place him on the triangle. This method provides maximum feedback to individuals. Less open groups tend to do this individually, with each member rating every other member on paper and then supplying the rated member with the results. Unless this method is followed by discussion about specific behaviors (behavior descriptions) which have caused members to rate others in certain ways, little value will accrue to individuals or the groups.

Close this session by summarizing sessions 6, 7 and 8.

1. There are skills in communication which can help a person be a more effective member of a group.
2. Two skills which may help you understand others are paraphasing and perception checks.
3. Two skills which may help others understand you are behavior descriptions and descriptions of feelings.
4. A statement that imputes motive is a less effective form of communication than a description of behavior.
5. An expression of feeling is a less effective form of communication than a description of feeling.

6. The four hours training you have experienced is only an introduction to the field of interpersonal communication.

Education Objectives Commission Training Program

CONCERNS ANALYSIS COMPONENT
(Part II)

Contents

Concerns Analysis

Sessions

1. Overview: Rationale of the System	30 minutes
2. Differentiation Between Facts, Policies and Values	1 hour
3. Generating Value Statements	12 hours (four 3-hour sessions)
4. Determining Degree of Discrepancy Between Facts (What Is) and Values (What is Desired)	2 hours
5. Q-Sort Analysis--Establishing Critical Needs	3 hours

Goal

To provide lay and professional advisory groups with the necessary processes and skills for conducting an analysis of critical educational needs.

Objectives

Trainee will differentiate between statement of facts, statement of policies and statement of values.

Given a statement of educational concerns and related facts and policies, the trainee will generate a set of relevant value statements for the concern.

Trainee will follow a defensible procedure with confidence in determining the degree of discrepancy between a set of facts and a set of values for a given concern (problem).

Trainee will demonstrate the ability to conduct a Q-sort analysis in ranking a given set of educational needs into a priority ranking.

SESSION I Orientation to Concerns Analysis

Rationale

To provide information to the trainee describing the overview of the planning and decision-making system and system relationship to Commission activities.

Activities	Objectives
Lecture: 20 minutes "An Overview of the Planning and Decision-Making System," which presents: A rationale for implementing a planning and decision-making system A description of how the system works Handout: Graphic model of the system	Trainees will: Recognize the reason for using the planning and decision-making system Review the major components of the systems Recognize the relationship of the concerns analysis component to the overall design

Trainer's Information

Lecture provides information explaining the total planning and evaluation design. Each of the twelve (12) components of the system are briefly described. The graphic model is provided as a supporting media.

SESSION 2 Differentiating Between Facts, Policies and Value Statements

Rationale

To provide an instructional sequence designed to develop the capability of identifying and differentiating between a statement of fact, a statement of policy and a statement of value as a basis for conducting a concerns analysis.

Activities	Objectives
Trainer presents a brief review from Session 1 and describes how the concerns analysis is part of the total training design	Learner will differentiate between statement of facts, statements of policies and statements of values
Trainer distributes Lecture 2 which gives definitions, examples and types of sources for (a) facts, (b) policies and (c) values	
Trainer distributes training Handout 2 and leads practice exercise in differentiating between: facts-policies; facts-values	

Trainer's Information

The lecture provides specific information defining facts, policies and values within the context of this training program. Each trainer can best use the content as a guide. He should adapt and vary the presentation to fit his own instructional style.

The practice exercise should be presented after the lecture material has been presented.

Optional material is provided to those who desire more practice. (Handout 2)

SESSION 3 Generating Value Statements

Rationale

To provide trainees experience in conducting the value generation component of the concerns analysis.

To practice group process and communication skills.

Activities	Objectives
Distribute materials stating a given concern along with facts and policies which have been prepared. (Handout 3) Ask trainee to peruse the document.	Given a statement of educational concerns and related facts and policies, the trainee will generate a set relevant value statements for the concern.
Organize trainees into small groups and give the following instructions: Each group is to generate what it considers to be relevant values for the expressed concern. One member of the group is to record and report back to the total committee.	
A representative from each of the small groups will present the set of values generated in his group. The large group will refine and accept by consensus a single set of value statements for the concern being analyzed. Trainer will moderate the reporting from small group representatives and direct consensus exercise.	
Sequences 1, 2 and 3 are repeated for each concern.	

Trainer's Information

It is suggested the trainer refer the group members to the definition of a fact and value as discussed in Lecture 2.

Sequence of activities 1, 2 and 3 are repeated for each concern until all concerns have been processed.

Example of a concern to be processed by trainee group.

SESSION 4

Rationale

Provide trainees with methods, means and practice in determining the degree of discrepancy between facts (what is) and values (what should be).

Activities	Objectives
Pass out Lecture 3 - "Checking Validity and Degree of Discrepancy"	Trainee will follow a defensible procedure with confidence in determining the degree of discrepancy between a set of facts and a set of values of a given concern (problem)
Trainer lead discussion of Lecture 3	
Rate each concern on rating scale	

SESSION 5

Rationale

To provide trainees with a strategy (systematic procedure) for ranking validated needs into a priority order.

Activities	Objective
Trainer explains rationale for ranking validated needs in a priority order	Trainee will demonstrate the ability to conduct a Q-sort analysis of ranking a given set of validated educational needs into a priority ranking
Distribute Q-sort material and instruct trainee on use of technique (Lecture 3)	
A weighting procedure called the Q-sort will be used in determining which concern the group believes should be satisfied first, second, etc.	
Instruct each trainee to complete a Q-sort analysis of stated concerns	
Each trainee will process the total number of concerns via the Q-sort method	
Trainer calculates results of Q-sort and reports to group	

Trainer's Information

It is suggested that the Q-sort session be split into two one-and-one-half (1-1/2) hour sessions with a break in between to enable the trainer or others time to do an analysis of the Q-sort data and prepare for the report back to the group.

The report to the group would be a rank ordering of the concerns under consideration.

APPENDIX G

PRODUCT OF CONCERNS ANALYSIS

TRAINING SESSION

TABLE I

CONCERNS ANALYSIS

Concern as initially stated: There is a need to meet the unique educational needs of children who come from environments where the first and dominant language is not English

FACTS (What is)	POLICIES (How we actually operate)	VALUES (What we believe or what we consider it should be)
1. A majority of children entering school for the first time are without sufficient English speaking ability to successfully participate in a total English curriculum.	1. Board Policy #708 states that "the English language is the medium and basis of instruction in the public schools of Guam."	1. Students from the non-English-speaking Chamorro environment should have an adult literate command of English.
2. Authorities in the field of linguistics (Bender, 1956; Hockett, 1961) who have studied Guam, recommend that English in the elementary schools take the form of conversational oral training and that children should not start to read and write English until: (a) they are literate in their own language; and (b) they have a reasonable level of oral competence in English.	2. Government Code of Guam Title XII, Section 11200. English language required: "All courses of study shall be taught in the English language, except courses in foreign languages." (1967)	2. Students from the non-English-speaking Chamorro environment should have an adult literate command of Chamorro.
3. There is a lack of materials adapted to the local setting for teachers to use in both oral and in literacy training.	3. Section 11975: Establish a commission on the Chamorro language to study the antecedents, describe the grammar and prescribe good usages for the Chamorro language, and to prepare a modern and up-to-date Chamorro dictionary. (1967)	3. Students from the non-English-speaking environment should progress through the school program at a rate commensurate with that of English-speaking students of comparable ability.
4. A linguistic authority who studied Guam stated that teachers (Guamanian or stateside) whose major business is teaching English to Guamanians should seek at least a minimum control of Chamorro and an understanding of its essential structure.	4. Territorial Board of Education approved a pilot project in bilingual education which is designed to meet unique educational needs of children who have limited English-speaking ability and come from environments where the dominant language is not English. (5-8-70)	4. Guamanians should feel pride in their language, heritage and culture.
		5. A standard orthography for Chamorro should be developed so more materials can be written.
		6. Teachers whose business is teaching English to Guamanians should seek at least a minimum control of Chamorro and an understanding of its essential structure.

FACTS (What is)	POLICIES (How we actually operate)	VALUES (What we believe or what we consider it should be)
5. Many teachers who are teaching English to Guamanians do not even have minimum control of Chamorro.		
6. Recent studies (Thomas, 1970, and DOE records) indicate that over 80% of the children in the Guam school system come from homes where English is not the predominant language. This represents approximately 50 per cent of a total school population.		
7. For a large percentage of Guam students in elementary schools Chamorro is their dominant language and in many cases they speak English only in school situations.		
8. Over 1/2 of the entering freshmen at the University of Guam have serious reading problems and more than 3/4 fall below national norms.		
9. Achievement test scores indicate that a majority of the local students in the elementary grades are approximately 2-1/2 years behind (retarded) in reading as compared to their mainland counterparts.		
10. In a recent study students and dropouts interviewed stated that language and reading handicaps were the basic causes of academic problems in early grades.		

FACTS (What is)	POLICIES (How we actually operate)	VALUES (What we believe or what we consider it should be)
11. In a selected sample of island schools, grade 10 had a dropout rate of 106 from a membership of 755; grade 11, 91 of 773; and grade 12, 55 of 620 for a total of 252 dropouts from a membership of 2,148. This represents a dropout rate of 35.3 per cent.		
12. A DOE study of 9th graders entering in 1965-66 revealed that 28 per cent had dropped out prior to graduation in 1969.		
13. Characteristics of the students who dropped out are: (a) verbal tests IQ range - 65-85; (b) nonverbal tests IQ range - 70-125; (c) low achievement as measured by Stanford Achievement Test, Form W, for all 9th grade students in Guam tested in midyear 1968-69 showed a mean of 7.17; (d) poor attendance, poor attitudes toward school, including apathy, rebellion and antagonism, nonparticipation in school activities; (e) low socioeconomic status, i.e., low income, poor family situation, low educational level of parents; (f) lack of cultural identity, personal identity and poor self-image; (g) poor communicative and verbal skills in English.		
14. Twenty teachers, after being presented a 40-minute lesson in Chamorro, indicated that they would like to learn more of the language.		

FACTS (What is)	POLICIES (How we actually operate)	VALUES (What we believe or what we consider it should be)
15. Enrollment in the graduate program at the University of Guam is predominantly stateside.		
16. U.S. Army recruiting statistics for 1968 report that 31 per cent of draftees from Guam were disqualified for induction for failing mental requirements. Only Alaska and Puerto Rico reported a higher percentage.		
17. Recent bilingual studies of children who had their literacy training in their mother tongue and language training in the community's dominant language achieved about 90 per cent proficiency of monolingual speakers of the languages concerned. Thus, these students had a total language capacity of about 180%.		

5/8/70

Validated Need: To meet the unique needs of children who come from environments where the first and dominant language is Chamorro.

APPENDIX H

PARTICIPANTS' RESPONSE TO

THE EVALUATION

WORKSHOP

November 24 - 26, 1969

EDPA PROJECT #1

EVALUATION WORKSHOP

SUMMARY OF PARTICIPANTS' RESPONSE TO "QUESTIONS FOR END OF WORKSHOP."

This summary is presented in three parts. Part I is a tabulation of the responses as checked by the participants. Part II contains a reproduction of the written comments as they appeared on the original sheets but arranged as a compilation under each question. Part III contains a brief discussion of the data presented in Parts I and II.

PART I - TABULATION OF RESPONSES

In each question, the participants were asked to make a check mark in any one of five boxes to indicate their reaction to the question. The five boxes could be considered as a continuum with a positive reaction represented at one end and a negative reaction represented at the other end. Since the direction on the contimuum of the positive response changes from question to question, one must read the question and the direction of the continuum carefully in order to make an accurate response, i.e., what the responder intended.

Assuming that the participants responded as they had intended, one needs to know how data was interpreted for purposes of numerical tabulation.

For example. In question one, the left end of the continuum was interpreted as the most positive reaction, however, in question two, the right end was interpreted as the most positive. Using a rating scale of 0 to 5, the questions were weighted as follows:

1. How clear did you feel about what you were supposed to be doing during this workshop? (CHECK ANY ONE BOX)

This always seemed very clear to me	5	4	3	2	1	0	I was usually quite confused about this

2. How well did you like the VARIETY of activities (listening to records plus discussion, etc.)?

would've preferred less variety	0	1	2	3	4	5	really liked the variety

3. To what extent did your ideas in these materials really seem new to you?

Only restated or proved what I already know	0	1	2	3	4	5	Offered new insights; new ways to view old problems

4. In terms of ideas and language, how understandable did you feel the reading materials were? (CHECK ANY ONE BOX)

hard to understand (complex, full of jargon, etc.)	0	1	2	3	4	5	clear, understandable

5. To what extent do you see these ideas as being adaptable to YOUR needs around understanding of and/or work with children and teenagers?

readily adaptable to my needs	5	4	3	2	1	0	impossible to adapt to my needs

6. Did the materials or activities stimulate your thinking about NEW OR DIFFERENT WAYS of working with or relating to children or teenagers?

not at all	0	1	2	3	4	5	very much so

7. Did the workshop help you arrive at any new ideas for action you could take or approaches you could try in your work or other areas of interest?

definitely | 5 | 4 | 3 | 2 | 1 | 0 | not really

8. In your opinion, would it be possible to implement these ideas under existing conditions ?

I (we) could implement them under existing conditions | 5 | 4 | 3 | 2 | 1 | 0 | it would take resources, skills or money not available to me (us)

9. To be honest, what do you think the chances are that you will actually try to follow through on any of the ideas you listed in question 7?

really doubt it | 0 | 1 | 2 | 3 | 4 | 5 | really expect I'll try

10. Although there may have been ups and downs along the way, at this point how PRODUCTIVE do you feel this workshop was?

not at all productive | 0 | 1 | 2 | 3 | 4 | 5 | very productive

FREQUENCY OF RATINGS BY QUESTION

Question	Ratings 0	1	2	3	4	5	NR	N	Σ	M
1	0	1	2	12	16	3	2	34	120	3.53
2	0	1	2	5	14	13	1	35	141	4.03
3	2	0	3	6	13	11	1	35	131	3.74
4	0	1	3	2	18	10	2	34	135	3.97
5	0	1	2	5	11	16	1	35	144	4.11
6	0	1	4	5	7	18	1	35	135	3.86
7	0	0	1	4	13	17	1	35	151	4.31
8	1	4	2	3	16	8	2	34	121	3.56
9	0	1	3	3	9	17	3	33	137	4.14
10	0	0	2	5	9	18	2	34	145	4.26
Totals	3	10	24	50	126	131	16	344	1360	3.95

NR = No response
N = Number responding
Σ = Sum of ratings
M = Mean

PART II

QUESTIONS FOR END OF WORKSHOP

Purpose: To assess the participants' feelings about the utility of effectiveness of the workshop.

1. How clear did you feel about what you were supposed to be doing during this workshop?

Average Response 3.53

Any point(s) at which you remember feeling especially confused:

A. First three hours.

B. The times I felt confused were intentionally done, I assume.

C. Change of topics resulted without putting things in perspective.

D. First day I didn't tie much together.

E. During some of the group projects.

F. Mike's use of the P.A. first two days did bother me.

G. However, at the first day of the Workshop I was a bit confused as to the level of thinking of the "paid" consultants.

H. During the first day because the objectives were not clearly spelled out.

I. During the one-way teaching session on Tuesday.

J. I expected aid in assessing curriculum; most federal projects are quite specific in their evaluation demands which are different from the types and methods proposed in our workshop.

K. In demonstration of one-way communication.
However, my confusion was soon clarified.

L. One-way communication drama.

Questions Comments (Continued)

M. At one point only when I didn't have the particular field paper and felt a little confused as questions were being "fired."

N. None.

O. Changes.

P. Morning of first day.

2. How well did you like the VARIETY of activities (listening to records plus discussion, etc.)?

Average Response 4.03

a). Any activity you would have liked to have done MORE of:

1. Picking apart research.

2. PERT
Critical Path

3. Very much interested in all the topics discussed during the three-day workshop.

4. Small group work.

5. Small group sessions concentrating on local situation.

6. Behavioral objectives.

7. More effective use of overhead.

8. We needed more total time to work awhile in each.

9. No.

10. More time for communicative exercise.

11. In the behavioral objective discussion I think that perhaps bringing in student samples to illustrate certain points would have helped.

12. Discussion of statistical techniques and evaluation of same.

13. Gone through an entire PROJECT PROPOSAL that would contain all the necessary criteria for approval.

14. I would have liked to have been more involved in activities in evaluation instruments and procedures.

15. Management procedures.

16. Some comment after group work. Sometimes after the small group work, we didn't know if we were right or not. For example--the writing of those objectives.

17. More media.

18. Actually develop a proposal or utilize an existing project and critically examine its design and evaluate its progress.

19. Gathering of data.
Stress objectives.

20. Problems in program planning and evaluation.

21. Measurement.

22. Evaluation.

23. Good balance.

24. Working out the ideas on a proposal.

25. None.

b). Any activity you would have liked to have done LESS of:

1. I felt the PERT chart description absorbed too much time.

2. Paper.

3. Large group lecture.

4. No.

5. Can't tell about this.

Question Comments (Continued)

6. I suggest that the shot-gun approach may have provided an element of confusion.

7. Applying the seat of my knowledge to the rigid demands of a metal folding chair for three days! -- listening.

8. Long periods of lecture. Shorter periods of one-way communication, in 1-1/2 hours I usually doze off.

9. Less summation through verbalization, but a visual summary (cartoons or overhead) with brief explanation.

10. None.

11. None.

c). What part of the workshop did you find most MEANINGFUL (kind of activity and content)?

1. Description of proper way to write objectives.
2. Small groups on all materials.
3. Dissemination of information to targets.
4. Topics on dissemination.
5. Evaluation material passed out.
6. Using specific project to write objectives.
7. Role playing.
8. Management evaluation techniques.
9. Group participation.
10. Group discussions.
11. All are meaningful.

12. Working with target groups.

13. Discussion of reliability and validity of research designs.

14. Our discussion of goal, objectives (program and educational). Evaluation techniques.

15. The section on dissemination.

16. That which applied to my raison d' etre ici!

17. Dissemination of information to target groups assessment.

18. Small group discussions.

19. Naturally, the parts that met my needs.

20. Role playing.

21. The one/two way communication demonstration in that it sharpened my awareness of the need for better and more meaningful communication at all levels.

22. I felt all activities were meaningful.

23. Communications.

24. Dr. Giammatteo's talks.

25. Reviews to put things in perspective, group work.

26. It was quite good.

d). What part of the workshop did you LEARN THE MOST from (kind of activity and content)?

1. Same as above.

2. Written materials.

3. Measurement.

Question Comments (Continued)

4. Evaluation Techniques.

5. Project Management.

6. Objectives.

7. Identification of management systems and techniques.

8. Objectives & management.

9. Same.

10. Program planning.

11. Group participation and reading material.

12. Critique of group discussions by directors.

13. I found equally much from all parts.

14. Target group dissemenation.

15. Communication.

16. Those periods involving participants in a related activity.

17. Same as above.

18. I am most interested in dissemination. I paid attention more, so I got more out of this section than any of the others, I think.

19. Ditto!

20. Learned a lot from all--but most in evaluation.

21. Lecture content--what target groups ask writing of objectives.

22. Explanation of handout materials.

23. Frankly, I intend to read the material thoroughly and to benefit most from this indepth treatment. However, the workshop made this possible and the presentations were stimulating.

Question Comments (Continued)

24. Lecture and discussion

25. Observation.

26. Behavioral objectives.

27. Dr. Giammatteo's talks.

28. Working on objectives in group work.

29. Discussion on design.

During this workshop you have heard some recorded material and have also been given some material to read.

3. To what extent did your ideas in these materials really seem new to you?

Average Response 3.74

If you learned new things from the materials, please give one or two examples:

A. Impressed with creativity of effort.

B. PERT.

C. Advantages and disadvantages of half-way communication.

D. Too many to outline here.

E. PERT chart.

F. Designing and planning a proposal is terribly complicated--becoming more so. Evaluation is extremely vital and anything but simple.

G. Was not acquainted with PERT. The graphic method of progress reports.

H. Have given me confidence to implement what I thought was right.

I. Time line idea; historical antecedent.

Question Comments (Continued)

J. PERT flow chart.

K. On dissemination--that of knowing about target groups dissemination. Having the target groups (community) select a person that they want to learn from. Be the person to work with.

L. To know what is necessary for project proposal approval by such agencies as the USOE.

M. Writing objectives in terms of behavior--the mechanics of controlling project schedules, i.e., PERT.

N. Measuring devices and some reasons for measurement.

O. The ways of evaluating whether a project is valid or good.

P. Methodology.

Q. PERT charts.

R. Program planning.

S. PERT charting

T. Management design.

U. Idea of target groups. Evaluation of tests.

V Different uses of measurement.

W. 1. Uses of PERT
2. Target Analysis

X. Socio-isms/concentric circles.

Y. Management, communication system-charts

4. In terms of ideas and language, how understandable did you feel the reading materials were? (CHECK ANY ONE BOX)

Average Response 3.97

Question Comments (Continued)

Any specific spot (s) where you feel the materials communicated poorly:

A. No.

B. Didn't seem necessarily in order or following a set pattern. Jumping around tended to confuse.

C. Haven't read them all yet.

D. None.

E. Their number and their bulk were overpowering -- no provision for containing them -- (big envelope?)

F. Some of the statistical information.

5. To what extent do you see these ideas as being adaptable to YOUR needs around understanding of and/or work with children and teenagers?

Average Response 4.11

6. Did the materials or activities stimulate your thinking about NEW OR DIFFERENT WAYS of working with or relating to children or teenagers?

Average Response 3.86

7. Did the workshop help you arrive at any new ideas for action you could take or approaches you could try in your work or other areas of interest?

Average Response 4.31

Briefly describe any such ideas you DID get:

A. I do not believe that research per se on Guam has yet gotten started in education.

B. Different ways of gathering data such as using the kits more.

C. Many ways of collecting data procedures, etc., etc.

Question Comments (Continued)

D. Involve students and teacher to a greater degree in determining the use of learning resources.

E. How to present reports, better understanding of how to design objectives and obtain worthwhile evaluation information.

F. The idea of target groups and their questions. The idea of program participants knowing the objective, etc.

G. Two-way communication.
Dissemination of ideas to parents, teachers, students and public on value of our Educational Project.

H. New angles to ideas already known--others' viewpoint.

I. For our bilingual education project, have target group select a person (for dissemination) to serve as community relations coordinator.

J. Management.

K. The need to utilize the flow chart.

L. Teacher involvement (target group).

M. The program planning of innovative ideas -- thus, ways to see them put into effect.

N. Definite approach to help project writers.

O. Systematic data collection.

P. Reinforcement of old ideas pushed aside during the past years.

Q. Since I'm new on the job, I found the entire three days very helpful and useful.

R. Use of PERT and classification.

S. Tighter time-schedule controls, more empathy for local needs and ways to determine these needs.

Question Comments (Continued)

8. In your opinion, would it be possible to implement these ideas under existing conditions?

Average Response 3.56

9. To be honest, what do you think the chances are that you will actually try to follow through on any of the ideas you listed in Question 7?

Average Response 4.14

10. Although there may have been ups and downs along the way, at this point how PRODUCTIVE do you feel this workshop was?

Average Response 4.26

In your opinion, what was the MAIN THING this workshop accomplished?

A. Creating awareness and interests.

B. For me -- updated by knowledge of writing federal projects.

C. Vast overview of many new techniques and operations.

D. Awareness of management and evaluation procedure.

E. Introduce me to the problems of obtaining federal funds.

F. Evaluation tools and ideas; proposal helps.

G. Overview of evaluation processes.

H. Definite guidelines to follow when working on projects.

I. Presented ideas and created awareness.

J. Awareness.

K. Brought out greatly needed approaches, methods and facets.

L. Clarified my ability to think through a program and probably run it a lot better.

M. The enthusiasm that the participants have in the applicability of the materials in the work as well as in the total system.

N. Exposure to new ideas in operational procedures.

O. Awareness of the intracacies and down-to-earth honest-to-goodness problems involving the teaching-learning process.

P. Identified the tenents of valid research.

Q Awareness of what is needed to accomplish educational goals (today).

R. Awareness of what we have done in the past, what we could do in the future.

S. Brought to mind techniques and strategies long forgotten and newer angles to them.

T. Awareness of importance in correct techniques to be used in drawing up project proposals and in communicating with target group--also importance of evaluation.

U. Helped me see the weak points in my present program and gave some help in how to correct these.

V. An awareness.

W. A good introduction to many local educators on evaluation techniques; was very helpful to those actually involved in an on-going project.

X. Stopping treadmill long enough for us to take a look in the mirror, examine our roles, and seriously scrutinize the work we're doing in the light of professional standards.

Z. Proper procedure for writing and evaluating project.

AA. Open the way for improvement in writing project proposal.

BB. Stimulated thinking and need for more organization and planning.

CC. Assistance in thinking about evaluation of educational project.

11. Any suggestions you can offer for ways the READING MATERIALS might be made more effective:

A. Visualize them so they communicate through legibility, graphics, caricatures, etc.

B. Bound in one book.

C. Logical order
More compact
Binding
Numbering

D. Condensation.

E. No.

F. Table of contents to go with the handout.

G. Haven't read all materials to know, really.

H. They should be bound for better organization and reference.

I. None.

J. If they are bound and reference is made to sections, pages, etc., during discussions.

K. Consistency in numbering.
Method of binding or collecting (envelope?)

L. Although very little time was allotted to explaining reading materials, we are aware of their great importance and consultants pointed out how we can find what information we need. Each should take it upon himself to read and reread these materials.

Question Comments (Continued)

M. Compiled and distributed once with page numbers clearly evident.

N. No.

O. This is a difficult situation to overcome. A loose leaf notebook might be a better answer with the materials in order and indexed.

P. More time should be alloted and a discussion period be made available.

Q. Use your organization to systemize other distribution and order of discussion.

R. None.

12. Anything you can think of that might have improved THE WHOLE WORKSHOP:

A. Fantastic misuse of time and talent. Material seems to have excellent potential but
   1. Consultant did not seem to have been briefed as to the nature of the participants
   2. Order of presentations was lacking
   3. Distribution of materials and material organization was poor
   4. Last session was particularly deadly -- seemed to be exercise of "follow the leader" in hunting papers
   5. If we have only enough material for two days why stretch it to three? (long lunch, short sessions morning and afternoon, wasted full day)
   6. I'm sorry but I feel the entire organization and presentations ruined a potentially valuable presentation

B. I wish I had more time! Sorry!

C. The last day moved too fast. Very hard to keep up.

D. Better use of the visual media and better utilization of media employed. I consider this a highly valuable experience and it has been a pleasure to attend.

E. Involve more people.

F. Allot more time.

G. Less confusion in passing out materials.

H. Select a local project or program and design an evaluation system, including local staff and measuring tools, in outline form that would be discussed and evaluated by trainers. Each person could have selected a specific problem and carried it as far as time and talent allowed. The end product would have been a usable document.

I. Summary outline of material should be presented, distributed and gone over in advance.

J. Keep each activity in perspective.

K. Make part of it a little more practical (like comparing good proposals and bad ones).

L. Expanded length.

M. It was tirmenous.

N. Have bibliography included in the handout.

O. I think you people have done a tremendous job and I don't know of any better way.

P. Longer perhaps -- like 5 days.

Q. More of it.

R. More involvement by participants.

S. Very grateful for considerations like coffee, "stretch" breaks, etc. These were thoughtful additions.

T. Now that we have all been motivated more workshops would be desirable and perhaps more than 3 days' time so that the pace can be slowed a little.

U. More time -- a week or two.

V. No.

W. Visuals should be professionally produced. I could not read many of the projected materials. Temporary visuals give the impression of "spur of the moment" ideas which may change tomorrow. Use of color could differentiate important ideas. Overlays could improve rate of development. Movie should have been in slide form since motion was of no value.

X. Better visualization)
Sharpen transparencies) We're all slaves to the TV medium to a degree, to the instant replay concept; to the "live and in full color" idea; to show big presentation.
More animation)

Y. Distribution of handouts occur earlier so that participants may have time to browse before presentation.

Z. More preparation by instructors concerning Guam, its school system, problems, etc., before coming to Guam so that information could be related to known problems, situations, etc.

AA. "See above No. 11." More time should be alloted and discussion period be made available.

BB. More time and work through a model project.

CC. No.

PART III - DISCUSSION

The comments presented in Part II for all of the questions are useful for the variety of feedback which they offer. This discussion will focus on four questions and the related comments.

On the 0 to 5 rating scale, all of the questions obtained a mean rating above the 2.5 mid-line on the scale; however, the 0 to 5 scale was arbitrarily employed for tabulation purposes only. The data probably does not merit further statistical treatment. The range is not great (.78) and the greatest deviation from the mean is only .42; however, for discussion purposes it is useful to look at the extremes.

For this purpose, a standard deviation of .258 was calculated. The ratings for questions one and eight are found to be greater than one standard deviation below the mean and the ratings for questions seven and ten are found to be greater than one standard deviation above the mean.

Question one, "How clear did you feel about what you were supposed to be doing during this workshop?" received the least positive ratings from the workshop participants. The written comments in Part II reflect the variety of confusion. Verbal comments during and after the workshop indicate that organization was a prime source of negative comments.

By pairing question one with question ten, "Although there may have been ups and downs along the way, at this point how PRODUCTIVE do you feel the workshop was?" it is evident that the participants did benefit from the workshop and they did not allow the clarity issue to be disabling. Question ten received the second highest positive ratings and the participants wrote in a long list of accomplishments.

Question seven, "Did the workshop help you arrive at any new ideas for action you could take or approaches you could try in your work or other areas of interest?", received the highest positive ratings. As seen by the comments in Part II, the participants were able to list, to at least some degree of detail, the ideas for action at which they arrived. Verbal comments were enthusiastic.

Pairing question seven with question eight, "In your opinion would it be possible to implement these ideas under existing conditions?" reveals an interesting point for followup. The participants rated question eight at about the same level as question one on clarity. Furthermore, the range between the ratings on questions seven and eight is .75, almost equal to the range of the entire rating spread of .78. The participants seem to be saying 1) "Yes, we have gained some new ideas," but 2) "It will be difficult to implement these ideas under existing conditions." Why? Unfortunately question eight does not call for comments and therefore one can only conjecture as to what problems were foreseen. A suggested followup would be to poll the participants for comments on question eight.

APPENDIX I

PARTICIPANTS' RESPONSE TO

SYSTEMS APPROACH TO EDUCATIONAL PLANNING

WORKSHOP

January 5 - 9, 1970
January 12 - 16, 1970

This summary is presented in three parts. Part I is a tabulation of the responses as checked by the participants on their "Questions for End of Workshop."

Part II contains a reproduction of the written comments as they appeared on the original sheets but arranged as a compilation under each question.

Part III contains a brief discussion of the data presented in Parts I and II.

PART I

TABULATION OF RESPONSES

In each question the participants were asked to make a check in any one of five boxes to indicate their reaction to the question. The five boxes could be considered as a continuum represented at the other end. Since the direction of the continuum of the positive response changes from question to question, one must read the question and the direction of the continuum carefully in order to make an accurate response, i.e., what the responder intended.

Assuming that the participants responded as they intended, one needs to know how data was interpreted for purposes of numberical tabulation.

For example, in question #1, the left end of the continuum was interpreted as the most positive reaction; however, in question #2, the right end was interpreted as the most positive. Using a rating scale of 0 to 5, the questions were weighted as follows:

1. How clear did you feel about what you were supposed to be doing during this workshop? (Check any one box)

   This always seemed very clear to me | 5 | 4 | 3 | 2 | 1 | 0 | I was usually quite confused about this

2. How well did you like the variety of activities (listening to records plus discussion, etc.)?

   Would have preferred less variety | 0 | 1 | 2 | 3 | 4 | 5 | Really liked the variety

3. To what extent did the ideas in these materials really seem new to you?

   Only restated or proved what I already know | 0 | 1 | 2 | 3 | 4 | 5 | Offered new insights; new ways to view old problems

4. In terms of ideas and language, how understandable did you feel the reading materials were? (Check any one box)

   Hard to understand (complex, full of jargon, etc.) | 0 | 1 | 2 | 3 | 4 | 5 | Clear, understandable

5. To what extent do you see these ideas as being adaptable to your needs around understanding of and/or work with people?

Readily adaptable to my needs | 5 | 4 | 3 | 2 | 1 | 0 | Impossible to adapt to my needs

6. Did the materials or activities stimulate your thinking about new or different ways of working with or relating to people?

Not at all | 0 | 1 | 2 | 3 | 4 | 5 | Very much so

7. Did the workshop help you arrive at any new ideas for action you could take or approaches you could try in your work or other areas of interest?

Definitely | 5 | 4 | 3 | 2 | 1 | 0 | Not really

8. In your opinion, would it be possible to implement these ideas under existing conditions?

I(we) could implement them under existing conditions | 5 | 4 | 3 | 2 | 1 | 0 | It would take resources, skills or money not available to me (us)

9. To be honest, what do you think the chances are that you will actually try to follow through on any of the ideas you listed in question #7?

Really doubt it | 0 | 1 | 2 | 3 | 4 | 5 | Really expect I'll try

10. Although there may have been ups and downs along the way, at this point how productive do you feel this workshop was?

Not at all productive | 0 | 1 | 2 | 3 | 4 | 5 | Very productive

FREQUENCY OF RATINGS BY QUESTION

First Week of Workshop
January 9, 1970

Question	Ratings 0	1	2	3	4	5	NR	N	Σ	M
1	0	1	0	5	6	2	0	14	50	3.57
2	1	1	1	4	3	4	0	14	47	3.36
3	1	0	2	2	1	8	0	14	54	3.86
4	0	1	3	3	0	6	1	13	46	3.54
5	0	1	0	2	3	8	0	14	59	4.21
6	0	0	0	1	5	8	0	14	63	4.50
7	1	0	1	0	4	8	0	14	58	4.15
8	2	0	2	5	2	3	0	14	42	3.00
9	0	1	0	0	4	8	1	13	57	4.39
10	0	0	0	0	7	7	0	14	63	4.50
TOTALS	5	5	9	22	35	62	2	138	539	3.91

NR = No response
N = Number responding
Σ = Sum of ratings
M = Mean

FREQUENCY OF RATINGS BY QUESTION

Second Week of Workshop
January 16, 1970

Question	Ratings 0	1	2	3	4	5	NR	N	Σ	M
1	0	1	0	5	7	3	0	16	59	3.69
2	0	1	0	2	5	2	6	10	37	3.70
3	0	0	1	3	5	7	0	16	66	4.12
4	0	0	1	1	6	8	0	16	69	4.30
5	0	0	1	0	3	12	0	16	74	4.92
6	0	1	0	3	2	10	0	16	68	4.25
7	0	0	0	1	1	14	0	16	77	4.81
8	1	0	2	2	2	8	1	15	58	3.86
9	0	0	0	2	2	12	0	16	74	4.63
10	0	0	0	1	2	12	1	15	71	4.73
TOTALS	1	3	5	20	35	88	8	152	653	4.29

NR = No response
N = Number responding
Σ = Sum of ratings
M = Mean

FREQUENCY OF RATINGS BY QUESTION

Total Two-Week Workshop

Question	Ratings 0	1	2	3	4	5	NR	N	Σ	M
1	0	2	0	10	13	5	0	30	109	3.63
2	1	2	1	6	8	6	6	24	84	3.50
3	1	0	3	5	6	15	0	30	120	4.00
4	0	1	4	4	6	14	1	29	115	3.93
5	0	1	1	2	6	20	0	30	133	4.43
6	0	1	0	4	7	18	0	30	131	4.37
7	1	0	1	1	5	22	0	30	135	4.50
8	3	0	4	7	4	11	1	29	100	3.52
9	0	1	0	2	6	20	1	29	131	4.51
10	0	0	0	1	9	19	1	29	134	4.69
TOTALS	6	8	14	42	70	150	10	290	1192	4.11

NR = No response
N = Number responding
Σ = Sum or ratings
M = Mean

PART II

WRITTEN COMMENTS

Purpose: To assess the participants' feelings about the utility or worthwhileness or effectiveness of the workshop.

1. How clear did you feel about what you were supposed to be doing during the workshop?

   Total average response: 3.63
   First week: 3.57
   Second week: 3.69

   Any point(s) at which you remember feeling especially confused:

   <u>First Week</u>

   - Concerns analysis and solution steps at midpoint--clarified itself in later stages
   - Wednesday
   - Shifting level
   - Performance requirements
   - First day and half
   - First day
   - Didn't quite understand at first mission analysis and functional analysis--this held me back, I thought

   <u>Second Week</u>

   - Mission analysis, graphic model
   - I'm not sure that the total group realized that they are now potential trainers of an education objectives commission; this to me should have been the focus if it was the key objective
   - Changing level
   - Thursday
   - Evaluation
   - Most of my confusion started in the area on selecting best solutions and from this point on everything seemed blurred
   - Need clear examples and model for levels of abstraction concept
   - Solutions vs. the what's
   - Problem analysis--confused between what's and how's

2. How well did you like the variety of activities (listening to records plus discussion, etc.)?

Total average response: 3.50
First week: 3.36
Second week: 3.70

Any activity you would have liked to have done more of:

First Week

- Work common problems out together with instructor's guidelines
- Practice and more practice with group
- Better use of overhead and more individual discussion
- The evaluative aspect
- More problem solving of general interest
- It seems to me we could have benefited from complete illustrations--especially in the first two days
- To have had more sample diagrams, perhaps on large newsprint to have been able to refer back to any of the previous steps for better continuity
- Going through more problems together
- Stay with one problem for illustration and discussion
- Performance requirements; evaluation
- A group working on one general concern plus individual
- More follow-through of explanation as a group using either the board or overhead projector...perhaps more reinforcement

Second Week

- Small group
- All of it...the 1-1/2 hr. Friday lecture was long overdue; no direct attempt was made to get individuals to know each other's name and occupational position
- All
- All okay; change the pattern more
- Time to work through at least one more problem
- Group discussion (small)
- Small group work; interpersonal relations
- More individual time for problem

Any activity you would have liked to have done less of:

First Week

- None
- The emphasis of a subject area was great
- Enjoyed everyone of them; I would suggest length of instruction to be shortened

Second Week

- All okay
- Weighing methods
- Reduce expository time of consultant
- Small group

What part of the workshop did you find most meaningful (kind of activity and content):

First Week

- Illustrations on the board, group discussion
- Group participation
- Individual discussion
- lst part
- Solution finding and implementation
- The group participation in the solution of a selected group problem followed closely by the working out of individual projects
- Step by step development of systems on the chalkboard
- Working out one's problem
- Private discussions with Jeff
- Generating solutions activity; implementation activity; selecting best solution
- Mission analysis and listing of solutions
- Defining the problem (I find at this stage I get to understand what I was really after)

Second Week

- Small group work; sorting facts, values, policies
- No different; all so interrelated can't differentiate
- All
- Work on individual problem
- Working on individual problem
- Working through the group problem
- Discussion on problem definition
- Problem definition
- Concentration on "real life" problem; interaction with representatives from University of Guam and others from Department of Education

What part of the workshop did you learn the most from (kind of activity and content):

First Week

- o Self-participation
- o Demonstration of lecture through group participation
- o Flow charting
- o 2nd, 3rd and 4th parts
- o Mission profile
- o Working on group and individual problems
- o The actual application of the theory presented--with the development of a constant series of checks
- o Step by step development of systems on the chalkboard
- o Working out one's problems
- o Private discussions, testing my theory
- o lst part: generating concerns (identify problem); defining problem; analyzing problem
- o I consider the overall workshop to be very beneficial...you miss a part and could find yourself missing all
- o After understanding it I believe the systems analysis part

Second Week

- o Selecting alternative solutions after determining facts and values
- o No difference, all is interrelated and can't differentiate
- o All
- o Application of process to end problem
- o The actual work involved with my own problem
- o Discussion on concern analysis
- o Mission analysis
- o Small group work; individual consultation
- o Individual efforts on own problem and conference with instructor

3. During the workshop you have been given some materials to read. To what extent did your ideas in these materials really seem new to you? If you learned new things from the materials, please give one or two examples:

Total average response: 4.00
First week: 3.86
Second week: 4.12

First Week

- o Mission analysis - presentation and procedure; implementation procedure
- o Valid instruments of both developing and measurement for what had been doing by "seat of pants flying" procedure
- o Flow charting
- o Devising flow charts that illustrate definitive action needs
- o Basis of systems approach; ways to look at a problem; sequence of activities toward solving a problem
- o The outstanding insight gained was the need for and the value of forcing oneself to examine many alternatives and of exhausting all avenues of search
- o Had not been acquainted with the careful breakdown of all the many possible ways of doing things; hadn't used flow charts to any great degree
- o Identifying real problem
- o PERT; selection criteria (time, cost, benefits, relevance, interference)
- o How to refine a problem and analyze it; implementation

Second Week

- o I have not had a system to help from putting the cart before the horse
- o Evaluation; changing level of concern
- o Process of analysis
- o The complete process of system analysis
- o The alternative level of problem solving
- o An awareness in pinpointing things that should be done rather than having to spend a great deal of time on other things to the task at hand; an awareness to a systematic approach to a problem and following it through
- o Alternative solution approach
- o System approach to problem identification and definition
- o The identification and use of the "what's" and "how" and their use in mission and functional analysis

4. In terms of ideas and language, how understandable did you feel the reading materials were? Any specific spot(s) where you feel the materials communicated poorly?

Total average response: 3.93
First week: 3.54
Second week: 4.30

First Week

- o Mission analysis chart example needs revision
- o Generating alternate solution
- o Since I did not find time to read most of the reading materials, I cannot make a judgment in this area
- o Some graphs

Second Week

- o Not enough time to read
- o Some parts of the materials seemed to be "write downs"

5. To what extent do you see these ideas as being adaptable to your needs around understanding of and/or working with others?

Total average response: 4.43
First week: 4.21
Second week: 4.92

First week

- o Very much
- o Only time consuming
- o To a great extent--I'm looking forward to utilizing what I've learned from this workshop in my work

Second Week

- o My fear or lack of desire to work with flow charts has been reduced
- o Should be

6. Did the materials or activities stimulate your thinking about new or different ways of working with or relating to people?

Total average response: 4.37
First week: 4.50
Second week: 4.25

7. Did the workshop help you arrive at any new ideas for action you could take or approaches you could try in your work or other areas of interest?

Total average response: 4.50
First week: 4.15
Second week: 4.81

Briefly describe any such ideas you did get:

First Week

- Idea of synthesize
- Stimulated to revise program proposal "shot down" two years ago
- Try to put these mechanics in transparencies so that I can easily use them with any group
- Indepth examination of possible solution prior to making final
- Implementing kindergarten is a group responsibility of which coordination is a small part
- The development of new academic programs and/or the modification of existing academic programs would seem to be eminently served by these approaches--when and if we make time
- Have utilized this system for better utilization of our present project; will be adding this type of training to the academic program I will be associated with; will be using this system to do long-range planning on future work
- Methods of solution and its evaluation are now quite clear
- A more realistic way of solving problems
- It gave me insights as to how to work with the different teachers--weak, average and creative

Second Week

- By breaking the problem into the different stages of what's and breaking out of the what's, it will be easier to make complete listings of each problem area
- The concern of improving teacher education could not have been more relevant without doctorate emphasizing soc-psych communications-my specific work concern was of interest--way to improve communication between COE and DOE
- The approach to solve problems
- Approaches to COE and DOE coordination; solution to my own real problem; ideas about teacher education revision
- A complete new approach to solving problems
- Approach to identifying/defining problem; ranking priorities; establishing criteria and strategy for tasks and how people are to be involved
- The problem I was assigned to work out offered many alternative solutions
- Improve teacher recruitment; upgrade salaries of teachers
- It has helped me get a more clear picture of relevant components of problems and possible strategies in solving them

8. In your opinion, would it be possible to implement these ideas under existing conditions?

Total average response: 3.52
First week: 3.00
Second week: 3.86

9. To be honest, what do you think the chances are that you will actually try to follow through on any of the ideas you listed in Question 7?

Total average response: 4.51
First week: 4.39
Second week: 4.63

10. Although there may have been ups and downs along the way, at this point how productive do you feel this workshop was? In your opinion, what was the main thing this workshop accomplished?

Total average response: 4.69
First week: 4.50
Second week: 4.73

- o An understanding that there's much in systematic planning- an understanding of unrest and low morale
- o It has led me to change on management procedural matters
- o Insight
- o Differences between problems and solutions; need to test ideas and retest them
- o It provided opportunity for meaningful interaction on problems
- o Showed how systems approach could be applied practically to our present jobs
- o Realerted me to need for systematic and logical thinking in problem-solving
- o Demonstrated more effective ways of solving problems for anyone
- o It gives new insight to planning and implementation of projects with more assurance of successful results
- o Forced me to evaluate my present planning techniques
- o Provide knowledge in logical problem-solving process
- o A feeling of better awareness and systematic approach to solving problems
- o Gave me new insights in dealing with people under my supervision and how to handle problems

Second Week

- o It affords the opportunity for the staff of the University and the DOE to think in the same language
- o Brought COE and other U of G staff together with DOE and NWREL to share ideas related to teacher education
- o Critical thinking
- o Systematic approach to problem solving
- o Developed a plow for systematic problem solving
- o The participants in the workshop consisted of people who are involved in the various levels of educational planning and are now aware of a new approach which if practiced by them will result in improved education programs
- o Recognizing approach to problems
- o Joining forces between two agencies; common language in educational planning; finished a project
- o Awareness for a different way of viewing problem solution alternatives
- o Systems approach to problem solving; analytical thinking
- o It could be the beginning of a more productive working relationship between the DOE and the University of Guam; it would certainly help administration staff of DOE in planning and coordinating work
- o Awareness of need for planning; a means of planning

11. Any suggestions you can offer for ways the reading materials might be made more effective:

First Week

- o Could use more time to digest materials before end of workshop
- o Use transparencies if time is taken off for reading
- o Copies be available to participants in advance
- o Perhaps brief narrative explanations of charts, etc. could be included
- o Reading assignment suggested; for example, tomorrow we will cover the mat found in chapters 1 and 2 of book 2
- o Integrate manuals into one with clear sequence
- o Pass them ahead of time

Second Week

- o I have not read all of the materials but at any point of reference to the reading material I was able to find the info I needed; some of the vocabulary levels were above me but I was able to comprehend the meanings through usage association

- o Provide time to read it
- o Possibly making a few specific short reading assignments
- o Issue them all in advance (lst day of class)
- o More, they were good
- o Get it ahead of time

12. Anything you can think of that might have improved the whole workshop?

First Week

- o Prior to the workshop a questionnaire should be distributed, collected and tabulated compiled on major problems; these all to be documented and presented to participants; the participants are to select a problem and work it out accordingly
- o Have any workshop conducted on closed setting so that we can be away from work worries and interruptions
- o Opportunity for entire group to work on a problem and then compare difference of approaching solution; it is my opinion that 4 days would suffice in covering material; encourage more actual involvement of participants
- o Handed out materials in advance with suggested readings
- o The director could improve communications, it seems to me, if he forced himself to complete ideas and illustrations--particularly when special key terms are thrown out; too frequently he "threw away" an explanation or an idea
- o More visuals--perhaps color coded; group should have been off the island where other interferences could not hurt motivation, continuity of thought, guilty feeling over neglecting office
- o More time
- o More model for critiquing
- o Prepare in advance charts/or graphs to put up for every area/ approach introduced; should be posted to view while individuals work on problems

Second Week

- o Reduce the number of students; improve lighting; more small group work
- o Hold it off island so that family, work and other obligations would not interfere with total involvement in the workshop. I saw no reason whatsoever why we needed to stay on Guam; however, it was a handicap to me...evenings were not used to think about the workshop and to read and discuss it, etc.; formally provide means of acquainting participants with each other's occupations, personal lives, etc.; better selection of participants--only one

designated of five from the University attended for 40 hours; a second attended for 36 hours; a third was present for 16 hours but played games during at least four of the hours; a fourth was in the workshop for about 11 hours and played for 3 hours; the fifth came for only 7 hours; the sixth individual attended from the University did so for 40 hours. However, he was not officially designated or approved to attend--he was simply slipped in by his immediate supervisor; #1, 2, 3 above cut the effectiveness and efficiency of the workshop by more than 60%

- o More time would have reduced the intensity of the experience making content easier to cope with
- o A larger work room with better lighting...all in all a very productive session
- o It might have helped if materials were given the participants before workshop so that the participants will have some insight and begin to conceptualize task before workshop; this is all new stuff
- o Complete illustration to problem solving before class is assigned to a particular problem
- o More work room; limited table space; opportunity to get better acquainted w/participants; too many distractions during workshop because of demands from job
- o Emphasis on individual selection of problems to become very gross creates a very real problem in understanding for the first encounter with this approach
- o Extend training period to more than a week; have each person work out a problem completely through after the first week of training
- o Might need to lengthen it next time

PART III - DISCUSSION

In order to facilitate comparisons, this discussion will follow the format and the language of the "PART III - Discussion" presented in the summary of the Evaluation Workshop.

The comments presented in Part II of this summary for all of the questions are useful for the variety of feedback which they offer. This discussion will focus on four questions and the related comments.

On the 0 to 5 rating scale, all of the questions obtained a mean rating above the 2.5 mid line on the scale; however, the 0 to 5 scale was arbitrarily employed for tabulation purposes only. The data probably does not merit further statistical treatment. The range is not great (1.19) and the greatest deviation from the mean is only .61; however, for discussion purposes it is useful to look at the extremes.

For this purpose, a standard deviation of .449 for the mean ratings was calculated. The ratings for questions one, two and eight are found to be greater than one standard deviation below the mean and the ratings for question ten are found to be greater than one standard deviation above the mean.

Question two, "How well did you like the VARIETY of activities (listening to records plus discussion, etc.)?"received the least positive ratings from the workshop participants. The written comments in Part II indicate that better use of media, and more individual and small group work would have suited the participants better.

Question one, "How clear did you feel about what you were supposed to be doing during this workshop?" received the third least positive rating from the workshop participants. The written comments in Part II reflect the variety of the confusion and Verbal comments during and after the workshop indicate that content rather than organization was a prime source of negative comments.

Pairing question one and two with question ten, "Although there may have been ups and downs along the way, at this point how PRODUCTIVE do you feel the workshop was?" It is evident that the participants did benefit from the workshop and they did not allow the clarity and variety of activity issues to be disabling. Question ten received the highest positive rating and the participants wrote in a long list of accomplishments.

Question eight, "In your opinion would it be possible to implement these ideas under existing conditions?" reveals an interesting point for followup. The participants rated question eight at about the same level as question two on variety.

One may vote that questions five, six, seven and nine all deal with responses as to how much the participants gained from the experience. The ratings of all these questions are on the positive side of the overall mean.

The participants seem to be saying (1) "yes, we have gained some new ideas," but (2) "it will be difficult to implement these ideas under existing conditions." Why? Unfortunately question eight does not call for comments and therefore one can only conjecture as to what problems

were foreseen. A suggested followup would be to poll the participants for comments on question eight.

APPENDIX J

PARTICIPANTS RESPONSE TO THE

INSTRUCTIONAL IMPROVEMENT WORKSHOP

April 6 - 9, 1970

This summary is presented in three parts. Part I is a tabulation of the responses as checked by the participants on their "Questions for End of Workshop."

Part II contains a reproduction of the written comments as they appeared on the original sheets but arranged as a compilation under each question.

Part III contains a brief discussion of the data presented in Parts I and II.

PART I

TABULATION OF RESPONSES

In each question the participants were asked to make a check mark in any one of five boxes to indicate their reaction to the question. The five boxes could be considered as a continuum with a positive reaction represented at one end and a negative reaction represented at the other end. Since the direction on the continuum of the positive response changes from question to question, one must read the question and the direction of the continuum carefully in order to make an accurate response, i.e., what the responder intended.

Assuming that the participants responded as they had intended, one needs to know how data was interpreted for purposes of numerical tabulation.

For example, in question #1, the left end of the continuum was interpreted as the most positive reaction, however, in question #2, the right end was interpreted as the most positive. Using a rating scale of 0 to 5, the questions were weighted as follows:

1. How clear did you feel about what you were supposed to be doing during this workshop? (Check any one box)

This always seemed very clear to me	5	4	3	2	1	0	I was usually quite confused about this

2. How well did you like the variety of activities (listening to records plus discussion, etc.)?

Would have preferred less variety	0	1	2	3	4	5	Really liked the variety

3. To what extent did your ideas in these materials really seem new to you?

Only restated or proved what I already know	0	1	2	3	4	5	Offered new insights; new ways to view old problems

4. In terms of ideas and language, how understandable did you feel the reading materials were? (Check any one box)

Hard to understand (complex, full of jargon, etc.)	0	1	2	3	4	5	Clear, understandable

5. To what extent do you see these ideas as being adaptable to your needs around understanding of an/or work with others?

Readily adaptable to my needs | 5 | 4 | 3 | 2 | 1 | 0 | Impossible to adapt my needs

6. Did the materials or activities stimulate your thinking about new or different ways of working with or relating to people?

Not at all | 0 | 1 | 2 | 3 | 4 | 5 | Very much so

7. Did the workshop help you arrive at any new ideas for action you could take or approaches you could try in your work or other areas of interest?

Definitely | 5 | 4 | 3 | 2 | 1 | 0 | Not really

8. In your opinion, would it be possible to implement these ideas under existing conditions?

I (we) could implement them under existing conditions | 5 | 4 | 3 | 2 | 1 | 0 | It would take resources, skills or money not available to me (us)

9. To be honest, what do you think the chances are that you will actually try to follow through on any of the ideas you listed in question #7?

Really doubt it | 0 | 1 | 2 | 3 | 4 | 5 | Really expect I'll try

10. Although there may have been up's and down's along the way, at this point how productive do you feel this workshop was?

Not at all productive | 0 | 1 | 2 | 3 | 4 | 5 | Very productive

FREQUENCY OF RATINGS BY QUESTION

Question	Ratings 0	1	2	3	4	5	NR	N	Σ	M
1	1	0	2	7	4	1	1	15	46	3.07
2	1	0	2	3	2	7	1	15	56	3.74
3	1	1	2	3	3	6	0	16	56	3.50
4	0	0	0	4	7	5	0	16	65	4.06
5	1	0	2	1	6	7	0	16	62	3.88
6	0	2	3	2	5	4	0	16	54	3.38
7	1	2	1	4	3	5		16	53	3.31
8	0	1	1	4	3	5	2	14	52	3.72
9	1	0	0	2	5	5	3	13	51	3.92
10	1	0	4	2	4	5	0	16	55	3.44
Totals	7	6	17	32	41	50	7	153	550	3.59

NR = No response
N = Number responding
Σ = Sum of ratings
M = Mean

PART II

WRITTEN COMMENTS

Purpose: To assess the participants' feelings about the utility or worthwhileness or effectiveness of the workshop.

1. How clear did you feel about what you were supposed to be doing during this workshop?

   Average response: 3.07

   Any point(s) at which you remember feeling especially confused?

   - o I have difficulty, generally, in fitting together parts or elements to the total scheme or system
   - o First day
   - o At times instructions for learning experiences were vague as to the intended outcome
   - o Directions at transition points were frequently unclear to me and caused me to be confused
   - o The instruction of the event network
   - o Directions not clear on some activities
   - o Only among peer group
   - o None
   - o When questioned after making opinionated statements, the instructors reationalized rather than presenting a rationale--there is a difference and rationalization tends to confuse the issues rather than explain them
   - o Second day--different levels of objectives
   - o I never really felt comfortable about what I was supposed to be doing
   - o After the first day

2. How well did you like the variety of activities (listening to records plus discussion, etc.)?

   Average response: 3.74

   Any activity you would have liked to have done more of?

   - o I would have liked to see more examples of problems to work on
   - o Instructional features since the beginning
   - o More group activity
   - o More work on specific, real projects in mind

- o Small group activity working with specific and realistic problem or task
- o Design instructional strategies to meet objectives
- o Show more illustrative material as examples
- o Instructional planning--perhaps more in the line of learner tasks with formulative evaluation built in
- o Methods of writing objectives
- o Sample of various hierarchy of learning objectives
- o Examining the rationale underlying various stated rules, principles, etc.
- o Individual work
- o Anything (other than lecture)

Any activity you would have liked to have done less of?

- o Listening
- o "Teacher-talk," too much expository teaching technique
- o Sit without constructive purpose
- o Too long spent in working on small group projects
- o Repetitious comments from peer groups
- o None
- o Listening to lectures and/or rationalization of Bruce
- o Mr. Monroe's lectures often redundant
- o The sleep hour between 1:00 and 2:00
- o Lecture

What part of the workshop did you find most meaningful (kind of activity and content)?

- o I found involvement in simulated activities most meaningful; becoming more aware of a systematic approach to educational planning; have become more sensitive to the learner's need
- o Learner task analysis
- o Development of objectives and its use in instructional planning
- o The entire workshop was most meaningful to me especially since I'm working on curriculum guidance
- o Personal interaction with workshop leaders in small groups and other group members
- o Small group; writing objectives
- o The designing of levels of objectives
- o Lecture; evaluation
- o Determining levels of objectives; working with groups and "consensus" idea
- o Theories of learning
- o After the given model, making our own objectives and instructional plan

- o Group work on developing objectives; tiering
- o Small group
- o Walking through the systems strategy as a group in developing out curricular objective

What part of the workshop did you find you learned the most from (kind of activity and content)?

- o I found involvement in simulated activities--becoming more aware of a systematic approach to educational planning; have become more sensitive to the learner need
- o Levels of objectives
- o NASA exercise
- o Levels of objectives--the entire cycle of approach was most meaningful
- o Lecture inputs and handouts and those listed above
- o Small group - writing objectives
- o The designing of levels of objectives
- o Lecture - evaluation
- o The idea of refining initial objectives after each of the phases
- o Systems from a management analysis viewpoint
- o Making instructional plan at different level of learning, e.g., knowledge, concept, analysis, etc.
- o Actually developing objectives
- o Small group
- o The entire workshop (sum total)

3. During the workshop you have been given some materials to read. If you have learned new things from the materials, please give one or two examples:

Average response: 3.50

- o Generally, most were new, however, the notion of formative/summative evaluations now becomes a part of my consciousness; the step in the different level of learners behavior
- o Levels of objectives and differentiations between learner and organizational objectives
- o Cost/ratio per man hours
- o Better understanding of systems applications to planning; higher level objectives in cognitive and other domains
- o Method of classifying objectives; instructional quality control
- o Formative evaluation; D & D costs
- o Becoming aware of levels of objectives
- o Levels of achievement and its conditions

- o Change to improve in IQC planning cycle
- o Concept of formative and summative evaluation
- o The whole approach
- o 391 options
- o Group consensus and the categories of people that developed; cost vs. time

4. In terms of ideas and language, how understandable did you feel the reading materials were? Any specific spot(s) where you feel the materials communicated poorly?

   Average response: 4.06

   - o Jargon and expressions
   - o Event network
   - o Film strips moved too rapidly when response called for
   - o Lacked underlying rationale or explanation
   - o Not when explained
   - o PERT-like chart
   - o None

5. To what extent do you see these ideas as being adaptable to your needs around understanding of and/or working with others?

   Average response: 3.88

   - o The great value in working with people; sharing the idea of the system approach to people I work with

6. Did the materials or activities stimulate your thinking about new or different ways of working with or relating to people?

   Average response: 3.38

7. Did the workshop help you arrive at any new ideas for action you could take or approaches you could try in your work or other areas of interest?

   Average response: 3.31

   - o Consciousness of other people's contributions
   - o Working w/people rather than being a one-man show
   - o The format on instructional objective design
   - o In developing curriculum and evaluating curriculum
   - o Evaluation procedure; program development
   - o I have long recognized the need for a system, I now understand its application

- o Tool for discussing objectives
- o Develop instructional sequences for several units in my subject area
- o Master plan for the Department of Education and Government of Guam
- o Developing curriculum for local and regional center; also applicable to budgeting
- o The need for planning
- o Return to graduate school for additional training

8. In your opinion, would it be possible to implement these ideas under existing conditions?

   Average response: 3.72

   - o Skill development needed

9. To be honest, what do you think the chances are that you will actually try to follow through on any of the ideas you listed in Question #7?

   Average response: 3.92

   - o I expect to be working with the ideas but do not feel they are new

10. Although there may have been up's and down's along the way, at this point how productive do you feel this workshop was?

    Average response: 3.44

    In your opinion, what was the main thing this workshop accomplished?

    - o More consciousness of the system approach; people working with me are also exposed to the idea making it easier to work with in terms of planning
    - o Team work, demonstration of systems as technique in instruction or educational operations
    - o Developed a simpler model of the systems analysis approach
    - o An awareness and knowledge in improving curriculum programs on educational matters
    - o Provided detailed systems application information
    - o Provided time to work with people and clarify the content; also aided in objective formulation
    - o Provided overview of an approach to the development of instructional systems
    - o Being current and realistic
    - o Making instruction measurable

- o For the complete novice the entire workshop must have been of value
- o New insights
- o Confused me
- o Opening my mind to the latest ideas in systems analysis

11. Any suggestions you can offer for ways the reading materials might be made more effective?

- o No comment
- o Compile in logical order; bind as appropriate
- o In general the examples given in the handouts were poorly done
- o More

12. Anything you can think of that might have improved the whole workshop?

- o The first two days moved too rapidly and last days (two) too slowly
- o Using individually generated program ideas as basis for learning experiences so that they become more real; quality of media materials better than last time but still need improvement; utilization of projected media equipment could be improved
- o Quality of media could be improved; appeared to be periods of disorganization and confusion--dead time; I cannot at this time pinpoint the problem but the workshop lacked power or force; I feel that the material could have been covered in less time
- o Provide more content; the workshop seemed real, particularly the last day and a half
- o Less small group projects--include more examples of types of analysis
- o Time element
- o There needs to be some underlying rationale developed, too often opinions were stated which were presented as guiding principles with no underlying rationale; most of the content is not new at all; the program needs to be updated; some "power" added to it; as it stands, this workshop could be condensed to two days with only one instrument; NASA's concepts of group work are certainly not the last word in this field; high cost-low benefit ratio is unreasonable
- o For 8-hour-a-day consultants the work day is too long, especially if there are things to check on at the office before and after the work hours
- o Thursday afternoon would have been helpful as an initial experience; the workshop would have been improved for me if I had understood what was expected of me and where I was; my anxiety level increased as my confusion increased and for a day or so I was a basket case
- o None, as compared to Dr. Eastmond workshop--a better workshop

PART III DISCUSSION

In order to facilitate comparisons, this discussion will follow the format and language of "PART III-DISCUSSION" presented in the summaries of both the Evaluation Workshop and Systems Approach to Educational Planning Workshop.

The comments presented in Part II of this summary for all of the questions are useful for the variety of feedback which they offer. This discussion will focus on three questions and the related comments.

On the 0 to 5 rating scale, all of the questions obtained a mean rating above the 2.5 mid line on the scale; however, the 0 to 5 scale was arbitrarily employed for tabulation purposes only. The data probably does not merit further statistical treatment. The range is not great (.99) and the greatest deviation from the mean is only .52; however, for discussion purposes it is useful to look at the extremes.

For this purpose, a standard deviation of .312 for the mean ratings was calculated. The ratings for question one are found to be greater than one standard deviation below the mean and the ratings for questions four and nine are found to be greater than one standard deviation above the mean.

Question one, "How clear did you feel about what you were supposed to be doing during this workshop?" received the least positive ratings from the workshop participants. The written comments in Part II reflect the variety of the confusion and verbal comments during and after the workshop indicate that instruction was a prime source of negative comments.

Question four, "In terms of ideas and language, how understandable did you feel the reading materials were?" This question received the highest positive rating. This would indicate that the content itself was not difficult.

Pairing question one with question four, suggests that the confusion was due organization and to presentation rather than content.

Question nine, "To be honest, what do you think the chances are that you will actually try to follow through on any of the ideas you listed in question 7?" received the second highest positive rating. However, the reaction to question seven, "Did the workshop help you arrive at any new ideas for action you could take or approaches you could try in your work or other areas of interest?" was the second lowest rating. This apparent anomaly cannot be explained from the data available.

APPENDIX K

PARTICIPANTS' PRODUCT

(DEVELOPED DURING WORKSHOP IN

THE SYSTEMS APPROACH TO EDUCATIONAL PLANNING)

TABLE I

Identify Problem

I. Concern: We need to instruct our university students in information retrieval techniques.

II. Concern Analysis:

Facts	Policies	Values
The majority of students are not skilled in the use of the library and do not have a functional knowledge of the basic bibliographical tools.	The University Library is dedicated to support the classroom instructional program by providing the necessary resources in materials and personnel to implement the University's educational objectives.	By the end of the freshman year, students should have the basic skills in information retrieval in order to perform the necessary research for course work.
Many students have little interest in these skills and do not appreciate their value until the pressures of research papers are burdensome.		Students should be able to retrieve information in all formats to support an hypothesis.
		Information retrieval skills should be valued as the primary keys to the educational process.
		Students should master the use of the following basic tools: card catalog, periodical indices and abstracts.

III. Validated Need: The University needs to provide competent instruction in information retrieval so that the students may acquire the basic skills to perform necessary research for course work.

TABLE II

Problem Definition

I. Problem Statement: How can university students be best instructed in information retrieval in order to acquire a functional knowledge of basic bibliographical tools?

II. Mission: Acquire Information Retrieval Instruction.

III. Constraints:
1. Time - Prior to January 1, 1972
2. Budget - Within existing budgetary allotment
3. Staff - Within present personnel allotment

IV. Performance Requirements	Criterion Measurement
Students shall demonstrate a functional knowledge of information retrieval.	At least 8 of 10 sophomores selected at random will be able to identify and use the card catalog, the Wilson Indices, the N.Y. Times Index, Dissertation Abstracts, National Union Catalog and the National Union List of Serials. Each will be given 10 problems to be solved, will determine which tools are to be used to solve the problems and explain why they are to be used to the reviewing librarian, and will retrieve the necessary information to solve at least 8 of the 10 problems.
Students shall recognize the relationship of information retrieval skills to the academic program.	
The faculty shall recognize the value of information retrieval instruction by improved research, and shall depend more on the library for teaching methodology.	Sophomores will be polled regarding the relevancy of information retrieval skills to academic performance. At least 90% of the response shall indicate relevancy within the 3.0 - 5.0 sector of a 1-5 scale, granting 1=Not Relevant, 2=Somewhat Relevant, 3=Relevant, 4=Most Relevant, 5=Essential.

Continued . . .

IV. Performance Requirements	Criterion Measurement
	Faculty members who have taught prior to the training program and are still in an instructional program shall be polled regarding the quality of participants' research. At least 80% of the response shall indicate the quality factor to be within the 3.0 - 5.0 sector of a 1-5 scale, granting 1=No Improvement, 2=Little Improvement, 3=Improvement, 4=Marked Improvement, 5=Outstanding Improvement. In addition, the faculty members will be polled regarding the tendency to assign information research based on results of the training program. At least 80% of the response shall be "yes" on a yes/no basis: Yes - I will assign more information research No - I will not assign more information research Reference librarians shall indicate on a testimonial basis that directory questions comprise no more than 10% of the total and that advisory questions comprise no less than 90% of the total.

V. Mission Objective: Prior to January 1, 1972, and within the present budget for materials and personnel, effective instruction in information retrieval will be provided for university students resulting in the fact that the students will recognize the standard bibliographical tools, will demonstrate the ability to utilize the materials to solve information problems with predictable accuracy, will perform more knowledgeable research, and shall recognize the relevancy of learned skills to the academic program.

Enabling Policy: University Educational Objectives.

Table 3
Problem Analysis

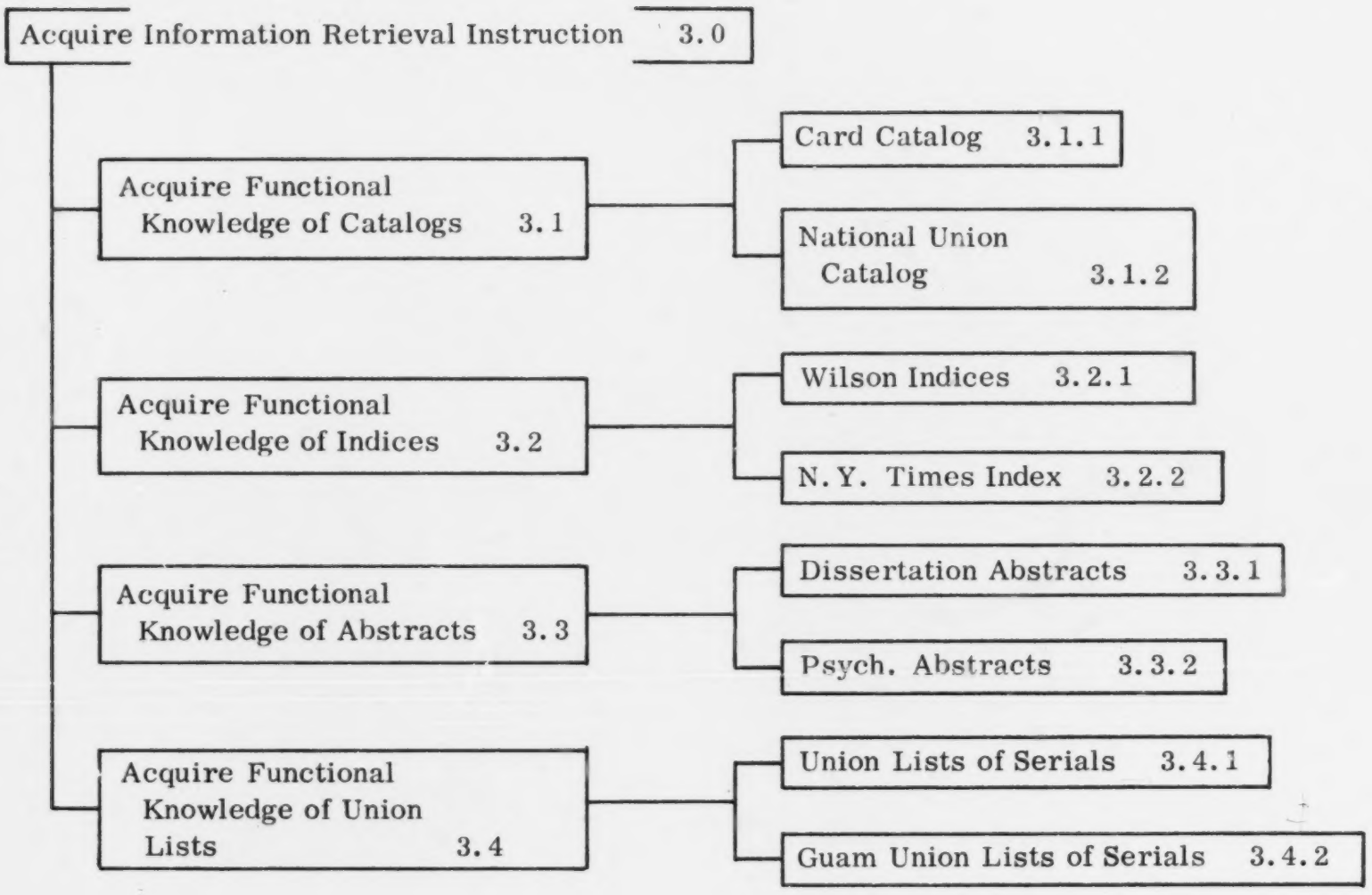

Acquire Information Retrieval Instruction 3.0
Acquire Functional Knowledge of Catalogs 3.1
Card Catalog 3.1.1
National Union Catalog 3.1.2
Acquire Functional Knowledge of Indices 3.2
Wilson Indices 3.2.1
N.Y. Times Index 3.2.2
Acquire Functional Knowledge of Abstracts 3.3
Dissertation Abstracts 3.3.1
Psych. Abstracts 3.3.2
Acquire Functional Knowledge of Union Lists 3.4
Union Lists of Serials 3.4.1
Guam Union Lists of Serials 3.4.2

TABLE IV

Generate Alternative Solutions

1. Tutorial instruction
2. Seminar instruction
3. Workshop instruction
4. Large group instruction
5. Programmed instruction
6. Instruction via slide-tape presentation
7. Instruction via single concept films
8. Instruction within Orientation
9. Instruction within all courses
10. Instruction within required course(s)
11. Contract with an organization to provide instruction
12. Develop graduate assistant program for instruction
13. Train students to instruct each other
14. Present Public Service Programming of over T.V.
15. Combination of #1 and #5
16. Combination of #2 and #5
17. Combination of #3 and #5
18. Combination of [illegible]nd #5
19. Combination o[illegible]and #6
20. Combination of #2 and #6
21. Combination of #3 and #6
22. Combination of #4 and #6
23. Combination of #1 and #7
24. Combination of #2 and #7
25. Combination of #3 and #7
26. Combination of #4 and #7

TABLE V

Select Best Solution

I. Solutions	Selection Criteria T	C/B	SC	F	R	C	TOTAL
	10%	20%	20%	20%	10%	20%	100%
1. Contract instruction to extra univ. organization	10%	0%	0%	20%	5%	0%	35%
2. Integration instruction with other instructional programs	0%	20%	20%	20%	10%	20%	90%
3. Initiate utilization of educational technology	10%	15%	20%	20%	5%	10%	80%
4. Delegate students with responsibility to instruct themselves	0%	5%	20%	20%	0%	0%	45%
5. Initiate tutorial/ seminar/workshop instruction for students	0%	10%	0%	20%	10%	10%	50%

T
Time
Post 1/1/72 + = 0%
Prior 1/1/72 - = 10%

C/B
Cost/Benefit
LC/HB = 20%
LC/MB = 15%
LC/LB = 5%
MC/HB = 15%
MC/MB = 10%
MC/LB = 3%
HC/HB = 10%
HC/MB = 5%
HC/LB = 0%

SC
Staff Constraint
No Additional Staff = 20%
Additional Staff = 0%

F
Feasibility
Yes = 20%
No = 0%

R
Relevance
High = 10%
Medium = 5%
Low = 0%

C
Comprehensibility
Maximum = 20%
Mean = 10%
Minimum = 0%

CONT.

II. Best Solution: (#2, #3 and #5 modified) Integrate information retrieval instruction with English 101a; develop single concept film presentations to reinforce instruction; establish workshop training program for instructors of English 101a.

III. Model

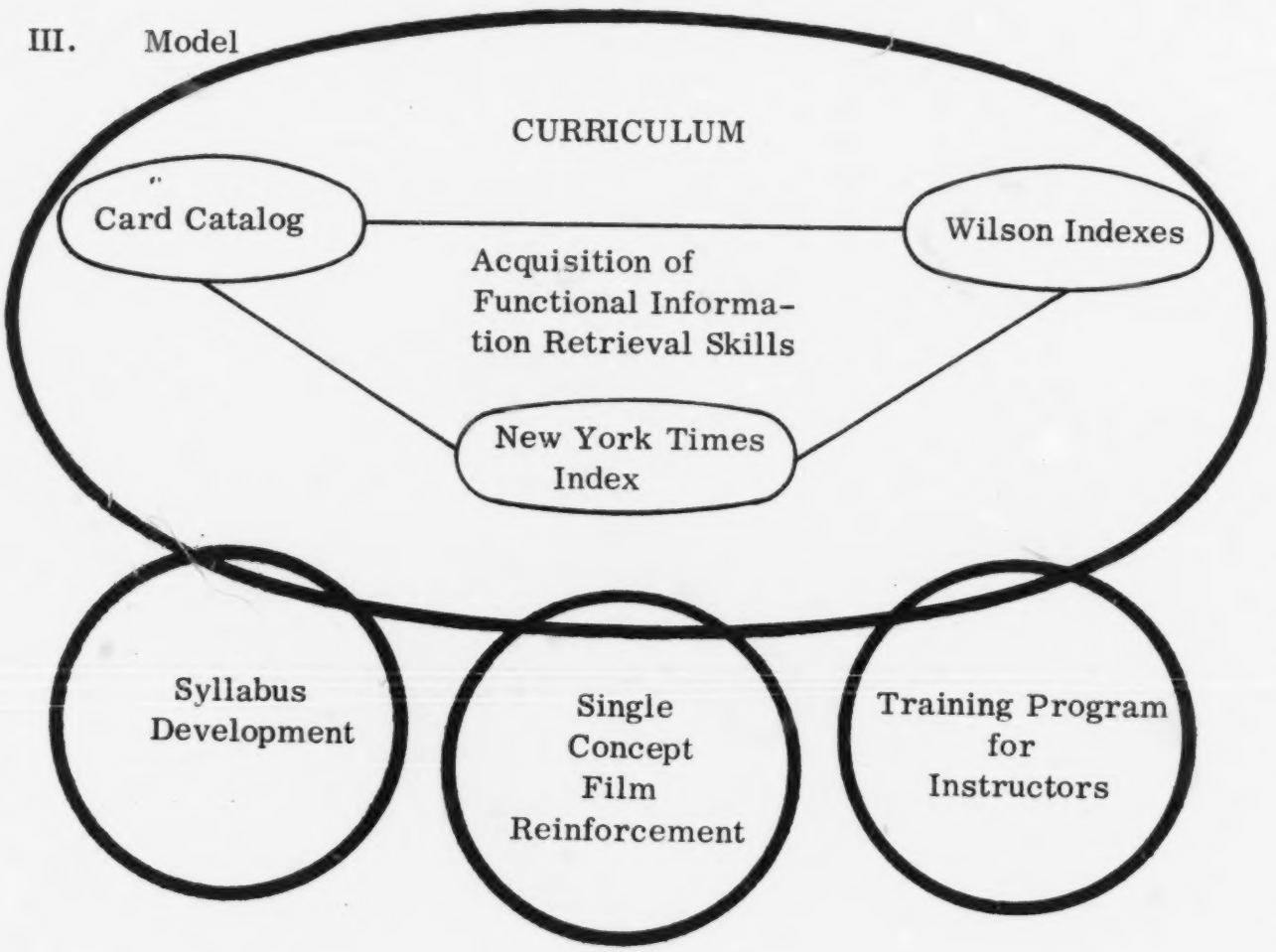


Table 6

Implement Solution

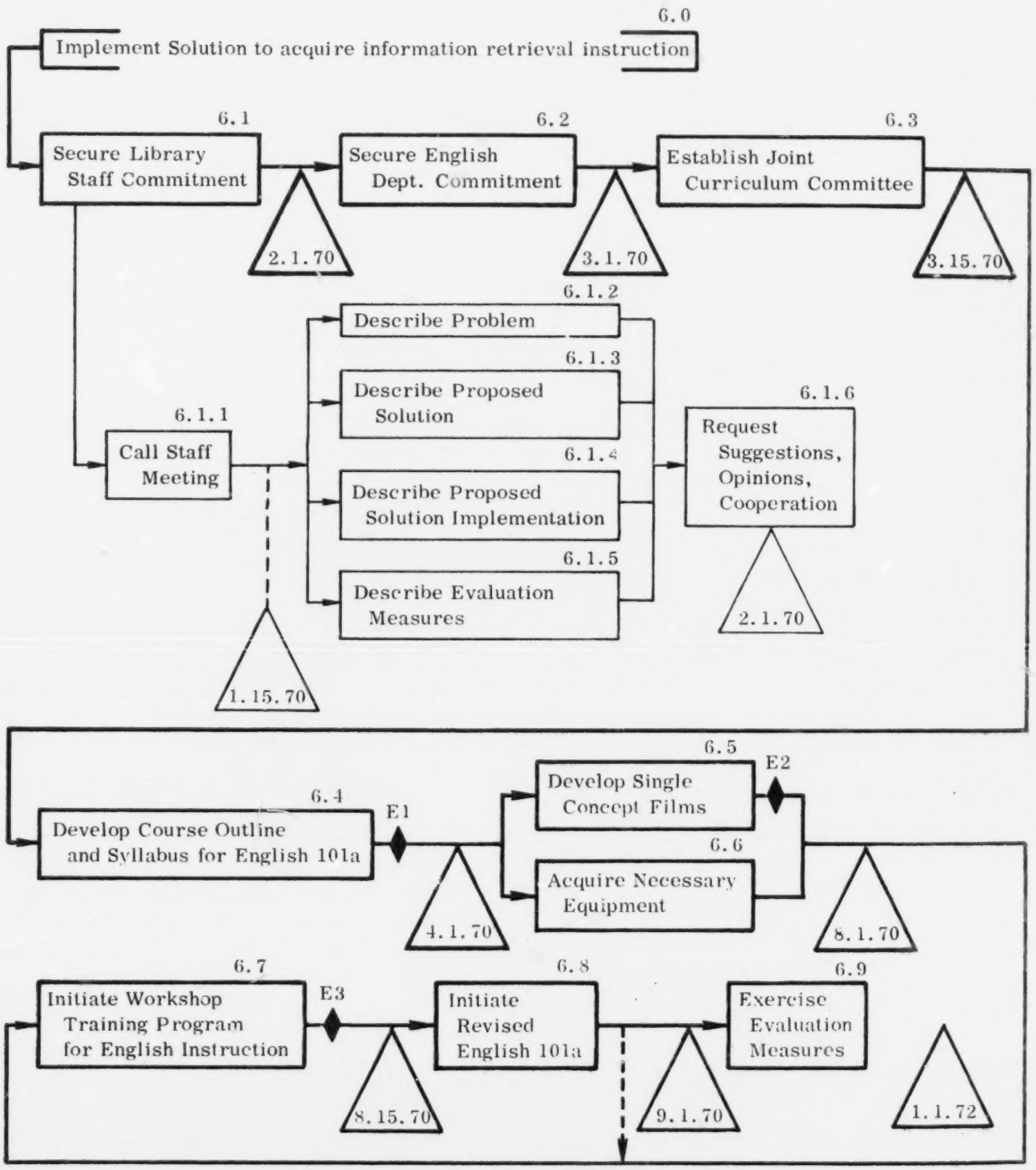
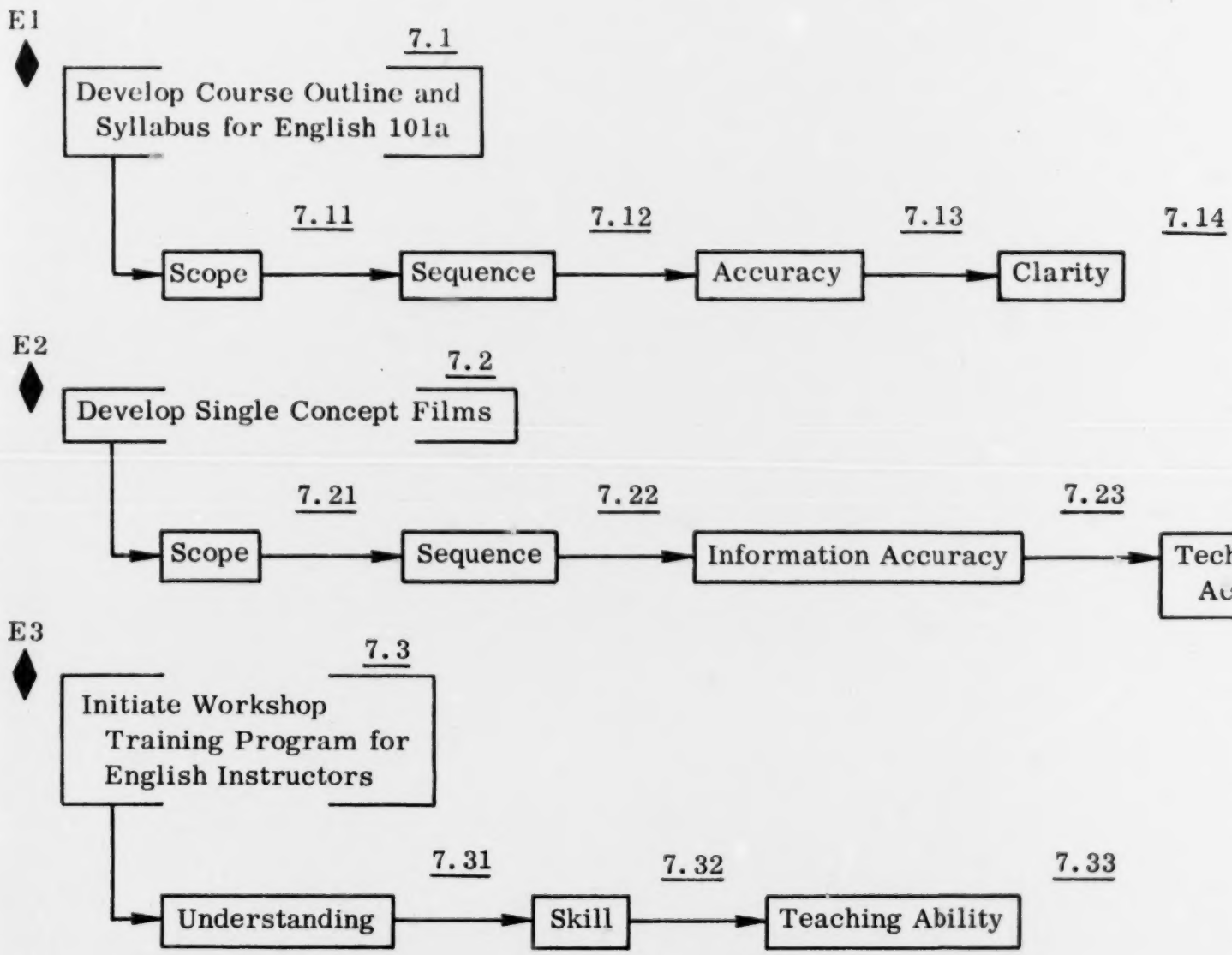


Table 7
Evaluation



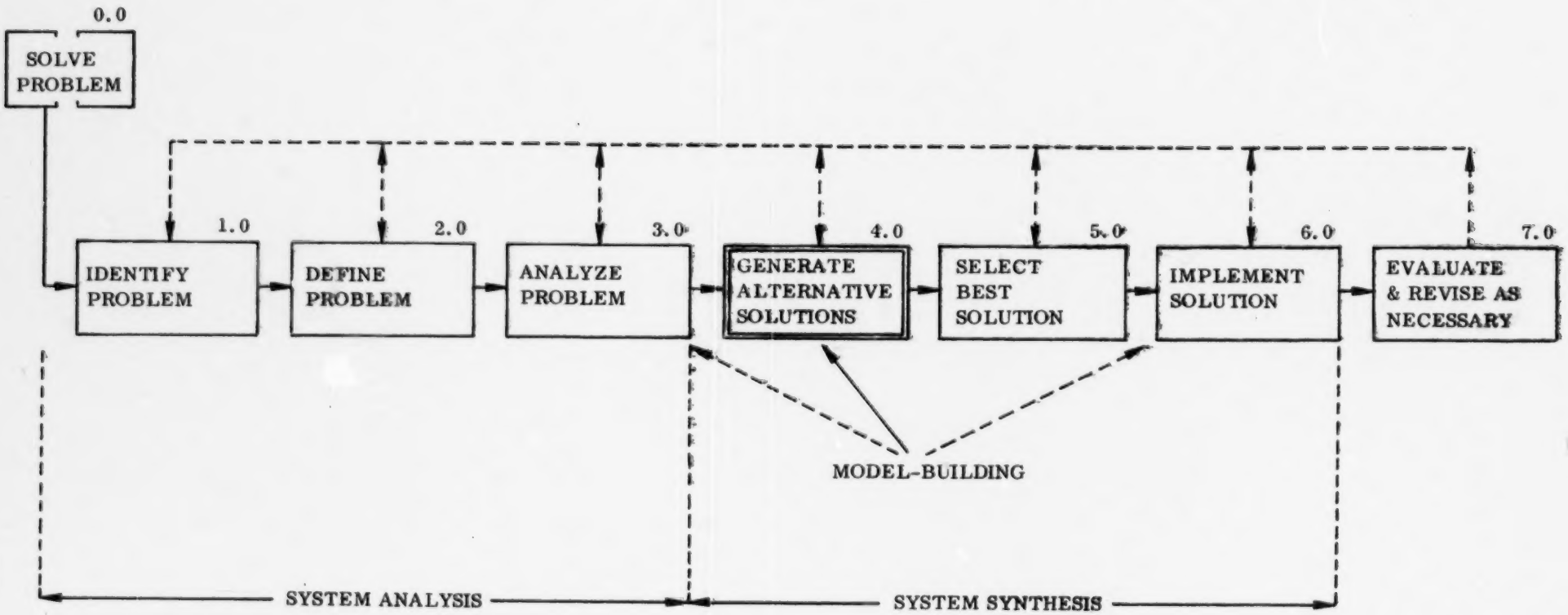


Figure 1. MODEL-BUILDING IN THE PROBLEM-SOLVING PROCESS

PROJECT TO STRENGTHEN ELEMENTARY AND SECONDARY EDUCATION ON GUAM

VOLUME II: Orientation Program for Contract Teachers
FINAL REPORT: July 30, 1970

Project Director: James R. Hale
Project Coordinator: E. John Dahlberg

Project No. 634836
Grant No. OEG-0-9-634836-1877-725

Submitted for the University of Guam
By the Northwest Regional Educational Laboratory
400 Lindsay Building
710 S.W. Second Avenue
Portland, Oregon 97204

SP005015

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U.S. Department of Health, Education and Welfare

Office of Education
Bureau of Educational Personnel Development

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OVERVIEW

In April 1969 the United States Office of Education funded an Education Professions Development Act proposal for the Territory of Guam. The Northwest Regional Educational Laboratory was subsequently contracted to fulfill the scope of work outlined in the EPDA proposal which involved two projects: Project I, the Education Objectives Commission, and Project II, the Orientation Program for Contract Teachers.

This is the final report on Project II.

The Project II Orientation Program was not intended to take the place of the existing programs developed by the University of Guam and the Department of Education; rather, it was to supplement these programs. The program was to focus on the cultural orientation of contract teachers to Guam.

Each year since 1966 the Department of Education of the Territory of Guam has contracted the services of approximately two hundred teachers from the continental United States. Many of these new staff members have not previously had experiences outside the United States mainland or in diverse cultural and bilingual situations.

Previous orientation programs for new teachers have focused on the administrative and curricular concerns of the school district. Some attempt has been made to acquaint teachers with the language differences they encounter, but in the past almost no effort has been made on a district-wide basis to help teachers understand the cultural differences with which they must deal. There was a mutual concern on the part of the Territorial Department of Education and

the University of Guam that new teachers were not being provided an adequate cultural orientation to Guam. The intent of this project is to identify the kinds of experiences that will help contract teachers adjust more rapidly to Guam and its culture.

The program designed by the NWREL is in keeping with the original proposal though some adjustments were made in procedures and timing because of a lack of lead time. For example, the field test of the preservice orientation program could not take place in August 1969. The Department of Education and the University contracted for new personnel during February, March and April of 1969 and the contracts for the new 1969-70 teachers did not require their presence on Guam for the time of the preservice program. In addition, the coordinator of the project was not available until July 1 and not enough time remained to develop a preservice program for an August 1969 field test.

The project staff then planned a March 1970 field test of the training program. An attempt was made to overcome the unrealistic time setting by tight controls and pre and posttesting of participants. The advantage was that the training program, field tested in March, required little alteration due to the extra time permitted the project staff to utilize a wide range of resources on Guam and the mainland.

Details of program activities and procedures are contained in the following pages. This final report is essentially a description of the Work Event Chart for EPDA Project II. (See Appendix A.)

A complete set of the materials utilized in the program are on file at the Guam/NWREL office, Agana, Guam. This material includes the overlay transparencies, reading materials, handouts for participant use and videotapes of bilingual discussions.

SECTION I

PRELIMINARY ACTIVITIES

1.0 Goals and Objective Identified

1.1 The goals of Project II were:

A. To train University of Guam and Department of Education staff to operate an orientation instructional system

B. To improve integration of contract teachers into the Guam culture

C. To establish a feedback and evaluation system so that the orientation program can be consistently improved, revised and updated.

1.2 In the original proposal, the objective of the EPDA Project II was stated:

> To train contract teachers with an empirically tested preservice orientation curriculum that will orient them to the Guam culture, to the specifics of the setting within which they will teach, and to the educational program designed for that setting. It is anticipated that the curriculum for the institute will appear in the form of an instructional system.

2.0 Staff Completed

The staffing of the EPDA Project II Orientation Program for Contract Teachers was completed and the coordinator of the project arrived on Guam June 30, 1969. The coordinator joined the staff of the Guam/NWREL office, Agana, Guam to begin development of the program. Through the course of the year, nine consultants were contracted to perform specific work statements of the project. (Appendix B lists the consultants.)

3.0 Advisory Committees Established

3.1 Coordination and Evaluation Committee

The Guam/NWREL office had established, with the University of Guam and the Territorial Department of Education, an advisory group known as the Coordination and Evaluation Committee. The

committee consisted of four members, two from each of the agencies named above. The decision was made to continue this committee as the advisory committee for all activities directed by NWREL.

3.2 Liaison Groups

Project II was also assigned specific working liaison groups with each agency. The Inservice Council of the Territorial Department of Education was to act in that capacity for the public schools, and the Vice President for Academic Affairs and two associates represented the University of Guam.

4.0 Program Content Identified

Identification of the content of the training program was made by answering the following questions:

A. What are the concerns of the new contract teachers?

B. What are agency concerns about the new contract teachers?

4.1 Concerns of Teachers

4.1.1 Survey Questionnaire Initiated

To identify the concerns of the teachers a survey of all teachers that had just completed their first year of teaching on Guam was initiated in August 1969. Nearly 45 percent of the survey forms (See Appendix C) were returned.

4.1.1.1 Survey Design

The questions on the survey form were placed into eight categories. The categories represented a wide range of possible variables for an orientation program that included recruitment information, cultural information, language differences, professional information and participation, agency commitment, government services and business community information and community adjustment. The categories and component questions are found in Appendix D.

4.1.1.2 Survey Results

The results of the teacher survey identified two major concerns:

A. Cultural behavior and expectations

B. Language differences

With the support of the Territorial Board of Education these concerns were to provide the basic content of the orientation program.

It is important to note why two categories (recruitment information and professional information) were not included in the orientation program. (See responses listed in Appendix E). The offices responsible for the dissemination of this kind of information are making special attempts to alleviate the problems causing concern to teachers. Therefore, the orientation program focused attention on other need statements.

4.2 Concerns of the Contracting Agencies

The University of Guam and the Territorial Department of Education identified two basic concerns:

A. To identify University of Guam and Department of Education personnel who would participate in the development of the orientation program.

B. To provide training programs to insure that a cadre of personnel would be on-island to continue evaluation and revision of the orientation program in ensuing years.

4.2.1 Program Development

The coordinator of the Orientation Program for Contract Teachers joined the staff of the Guam/NWREL office. In addition, a Coordination and Evaluation Committee was established and specific liaison groups with the agencies involved were assigned to Project II. (See points 2.0 and 3.0 for details).

4.2.2 Training Programs

Three workshops were planned in conjunction with EPDA Project I. The workshop titles follow. (For a description of each training program, see Appendix F.)

November 1969	"Program Evaluation"
January 1970	"Systems Approach to Educational Planning"
April 1970	"Instructional Improvement: A Systems Approach"

5.0 Local Support Solicited

To establish support for Project II and to identify critical areas of concern a multivariate group of representatives from the community were encouraged to aid in project development. Those agencies and offices that contributed to the program are listed below.

University of Guam
Territorial Board of Education
Department of Education
Religious Organizations
Government of Guam
Chief Commissioner of the Government of Guam
Commissioners of the Villages
U.S. Naval Station - Guam
U.S. Air Force - Andersen Air Force Base - Guam
Fleet Weather Central-Joint-Typhoon Warning Center
Local Citizens
Guam Teachers' Association
Guam Federation of Teachers

Many people representing the groups listed above contributed to project planning, development, implementation, evaluation and program revision. Copies of all correspondence initiated by the Project II coordinator to these groups are available at the Guam/NWREL office, Agana, Guam.

6.0 Host Families Selected

A unique part of the orientation program was the village visitation. The purpose of the village visitation was to provide an opportunity for the teacher to establish some kinship and understanding of the local way of life. It also would provide an experience for the teacher in a bilingual setting. Project planners hypothesized that as a result of this experience,

the teacher might better understand the attitudes and behaviors expressed by his students in the school setting. To develop this portion of the program, the cooperation of the Chief Commissioner of the Government of Guam and each of the 19 village commissioners was necessary. The commissioners were asked to select a family in their village to host a teacher and his family for one day. The project coordinator assigned teachers to particular villages after the selection process in 7.0 was completed. The commissioner was given sufficient personal information about the teacher to facilitate placement with a local family. It was expected that no special activities were to be planned by the host families.

7.0 Participants Selected for Field Test

With the aid of the Inservice Council of the Department of Education, two basic criteria were established for selecting the participants in the field test.

A. The participant must currently be in his first year of teaching on Guam

B. The participant must volunteer for the field test

Principals of all elementary and secondary schools were asked to submit their recommendations to the Director of Education (See Appendix G) and because of staffing and other constraints, the Inservice Council and Evaluation Committee followed those recommendations. From the list of new teachers that volunteered and were recommended by their principals, the Inservice Council attempted to select teachers who would be representative of the newly contracted staff. Age, marital status, number of children and years of teaching experience were criteria used for selection. The same procedure was used to select the control group. Pretest results indicated that most new teachers had little information about the island when they arrived. It is important to note that the teacher participants in the field test had been on the island a minimum of six months.

SECTION II

FIELD TEST

8.0 Experimental Program Designed

8.1 Experimental Program Objectives

The following are the objectives for the experimental cultural orientation training program developed through consultation with the established advisory groups and the Guam/NWREL staff.

A. The participant will be able to recognize and differentiate the common language differences of local students when presented with a videotape of normal classroom interaction.

B. Through participation in a Chamorro lesson, the participant will use local common expressions in a conversational mode.

C. The participant will be able to identify and describe at least three cultural differences evident on Guam as presented during the orientation program.

D. The participant will be able to distinguish between cultural differences. Such progress will be determined by administration of the cultural awareness test.

E. The participant will be able to write an essay describing how his instructional methods might be modified to accommodate local sociocultural situations.

F. The participant will be able to identify at least seven historical events and/or people that have had impact on the Chamorro culture and political development of Guam.

8.2 Program Format

A three-day orientation program was initially proposed. In conferences with the Department of Education, the Inservice Council asked that the program be extended to more fully accomplish the goals of the orientation program. The final format for the orientation program field test resulted in a six-day program. Table 1 outlines the agenda for the field test of the orientation program. A fuller description of the orientation program activities may be found in 10.0.

TABLE 1

OREINTATION PROGRAM
FIELD TEST
AGENDA
MARCH 10-16, 1970

Tuesday, March 10

9:00 a.m. Session 1	Pretests
11:00 a.m. Session 2	Historical and Political Development
1:00 p.m. Session 3	Introduction to Cultural Differences
3:00 p.m. Session 4	Language Shock
3:30 p.m. Session 5	Guam - its Geological and Geographical Highlights

Wednesday, March 11

8:30 a.m.	Depart for an all-day tour of island

Thursday, March 12

9:00 a.m. Session 6	Language Awareness
10:00 a.m. Session 7	Evaluation of Bilingual Situations and Causative Behaviors
11:00 a.m. Session 8	Civil Defense Preparations
1:00 p.m. Session 9	Cross-Cultural Problems
3:00 p.m. Session 10	The Teacher in the Bilingual Situation

Friday, March 13

9:00 a.m. Session 11	Culture and the School
11:00 a.m. Session 12	Practicum "Analysis of Practical Language Interference"
1:00 p.m. Session 13	Practicum "Methodology"
2:00 p.m. Session 14	The Village Commissioner and his Role
3:00 p.m. Session 15	Preparations for Village Visitation

Saturday, March 14

9:00 a.m. Session 16	Village Visitation

Monday, March 16

9:00 a.m. Session 17	Impact of Village Visitation - Implications for Classroom Instruction
1:00 p.m. Session 18	Evaluation

9.0 Supplementary Program Added

The original proposal provided for the development of one orientation training program. The need for additional or supplementary programs was soon recognized, however, because of the nature of recruiting programs and hiring procedures. Many teachers are not on-island during the orientation period, thus precluding their participation in the regular orientation program. To meet the needs of those arriving on-island after the regular orientation program, an individual program of cultural orientation was developed. The content of this program is essentially the same as the regular orientation program, but is presented as a guide from which new personnel may direct their own inquiry. Field testing of this supplementary program will take place during the fall of 1970. As a part of the supplementary program, certain adjunctive activities currently offered by the University of Guam and the Department of Education have been identified. (See Appendix H.)

10.0 Experimental Program Content Detailed

The content, designed to aid the participants in achieving the objectives stated in 8.1, was generally divided into four subject areas: history and political development, Guamanian culture, physical geography and geology and language differences. The field test of the orientation program was held at the Guam-Tokyu Hotel with trips to various parts of the island.

10.1 Activities of First Day

Pretests were administered during the first session. The content of the second session focused on the historical and political development of Guam. Session 3 dealt with cultural differences, providing a structure for understanding different cultures. Later sessions built on this theme by identifying aspects of the local culture that have an effect on education. The fourth session dealt with problems associated with bilingual students. During this instructional period, the participants interacted with members of the group and instructors in discussing the local language. In the final session, Guam's geologic and geographic characteristics were discussed.

10.2 Activities of Second Day

The second day began with a presentation of the geography and geology of the island, followed by a field trip around the island. The purpose of the field trip was three-fold:

A. To have the participants view first-hand some of the geologic, geographic and historic features of the island

B. To provide useful information for their instructional program, i.e., field trips

C. To provide an opportunity to gain knowledge about recreational activities for themselves and their family

10.3 Activities of Third Day

The third day of the orientation program continued to build upon previous cultural and language awareness sessions. In addition, Civil Defense procedures were introduced by the Civil Defense Department of the Government of Guam. Because of the island's location, it is affected by typhoons and tropical storms that can cause great damage. Information regarding typhoon warning procedures and instructions about how to provide for the safety of the public were considered immediately important because August through December is considered to be "typhoon season."

10.4 Activities of Fourth Day

The fourth day continued to stress participant involvement in the concerns initiated during the previous days. In addition, the role of the village commissioner was explained. The last session of the fourth day prepared the participants for their village visitations and participants were assigned to particular host families.

10.5 Activities of Fifth Day

The following day was village visitation day. The purpose of the visitation was to provide an opportunity to meet and become acquainted with a local family. Additionally, the visitation provided a situation where the teacher could observe local children in a nonthreatening atmosphere. The content of the previous sessions could be drawn upon during the visitation as the participant began to increase his knowledge base.

10.6 Activities of Sixth Day

The last day of the orientation program field test was devoted to debriefing. Participants discussed the visitation and related the content of the previous sessions to their experiences. Participants also reflected on how their instructional techniques might be changed to better accommodate the local setting. The posttest concluded the orientation field test.

11.0 Field Test Evaluated

One of the major objectives of the project was to create within the participants of the field test a more responsible and open attitude toward a cultural setting different than their own. For evaluation, a cultural awareness test was developed by two members of the University of Guam faculty.

11.1 Cultural Awareness Test Developed

Two different forms of the cultural awareness test were administered in the pre and posttesting of the experimental group. The control group responded to the posttest only. (Appendix I contains the test forms and answer sheets.)

11.1.1 Selection of Variables

The first step in the development of the cultural awareness test was to compile a large number of statements representing a wide range of opinions relating to one's self-concept and how people see others. An attempt was made to select items which would discriminate between two groups; those who relate well to other cultures and those who do not. Over 400 test items were placed in categories based on the content of the item. The criterion was whether they appeared to measure the same variable. Three pairs of variables appeared to be more relevant for the purpose of the test:

A. Relativism versus ethnocentrism, or the ability of the subject to perceived that other persons behave in terms of their own culture was selected. Relativity also implies the ability to withhold value judgments.

B. Flexibility versus rigidity, or the readiness of the subject to make modification in his behavior was included. This also implies a general openness to new experience.

C. Favorable versus unfavorable images of the subject's own group and other groups were studied. It was felt that a person who expressed favorable images of other groups while expressing unfavorable images of his own group would be as undesirable as one who held favorable images of his own group and unfavorable images of other groups.

A separate group of statements were selected for form a "lie" scale. The objective was to determine whether a subject was attempting to bias his responses.

11.1.2 Selection of Test Items

The next step in the test construction was the selection of particular items for the two different test forms. It was decided that 54 items on each test would be sufficient to measure each variable and that the responses would be recorded on a five-point scale with strongly disagree and strongly agree as extremes. To simplify scoring and facilitate analysis of the instrument, separate items were selected for each of the variables. Eight items on each of the six variables plus six "lie" items were selected for each form of the test. Test items were matched so that the two forms would be similar but not identical.

11.1.3 Scoring Procedures

A subject's score for each variable was the average score of the responses he gave to the eight questions in that category. Therefore, an average score of three indicates that a subject seems to rank in the middle on a particular variable; greater than three indicates he ranks high on that variable and lower than three means he ranks low. The most significant factor is the group norm. Table 2 summarizes the posttest results of both the experimental and control groups. In Table 3, the pre and posttest scores of the experimental group are compared. The results of this test administration and individual scores are in Appendix J.

Though the cultural awareness test has not been extensively tested, the results of the test, as used in the field test, seem to indicate that further empirical testing and development will result in a highly useful test instrument.

11.2 Report on field test findings

Fifty participants took part in the field test. Experimental and control groups were established. Testing was used to establish the equivalency of the groups since random sampling was not possible.

TABLE 2

Experimental and Control Group Mean Scores
on Cultural Awareness Posttest

Variables	Experimental Group	Control Group
Ethnocentrism	2.42	2.27
Relativism	3.85	3.96
Favorable images	3.47	3.29
Unfavorable images	2.45	2.50
Flexibility	3.69	3.80
Rigidity	2.67	2.70
Lie	2.51	2.77

TABLE 3

Experimental Group Pre and Posttest
Mean Scores on Cultural Awareness Test

Variables	Pretest	Posttest
Ethnocentrism	2.46	2.42
Relativism	3.42	3.85
Favorable images	3.53	3.47
Unfavorable images	2.74	2.45
Flexibility	3.27	3.69
Rigidity	2.64	2.67
Lie	3.09	2.51

11.2.1 Preliminary Testing

Both groups were tested in four general subject areas: history and political development, the physical setting of the island, culture and language. (See Appendix K.) The control group achieved significantly higher in the tests on the physical setting and culture. There was no significant difference between the groups in the test of history and language. (See Table 4.)

11.2.2 Posttesting

The experimental group then participated in the six-day orientation program field test and was posttested in the same subject matter areas. The hypothesis was that achievement on the subject matter tests would improve as a result of the orientation. The hypothesis was confirmed. The group mean score in each subject matter area was significantly higher on the posttest. (See Table 5.) Experimental group means on the posttest were also significantly higher than control group means, supporting the original hypothesis. (See Table 6.)

TABLE 4

Pretest & Ratios Between
Experimental and Control Groups
By Subject Area Tests

	mean	S.D.	S.E.M.	$\bar{x}_E - \bar{x}_C$	df	t
I. History Test						
Exp	7.04	2.67	.06	.0341	41	.853
Cont	6.75	2.48	.092			
II. Physical Setting Test						
Exp	12.1	3.98	.71	1.11	41	2.70**
Cont	15.1	4.3	.09			
III. Language Test						
Exp	11.6	2.26	.48	.86	41	1.51
Cont	10.3	3.14	.71			
IV. Culture Test						
Exp	76.9	6.23	1.32	1.77	41	3.06**
Cont	82.3	5.26	1.18			

**$p < .01$

S.D. = standard deviation
S.E.M. = standard error of the mean
$\bar{x}_E - \bar{x}_C$ = difference between means
df = degrees of freedom
t = t ratio

TABLE 5

Comparison of Experimental Group Pre and Posttest Results by Subject Matter Area

Test	Group	Criterion Means Pre	Post	t	Significance*
History & Political	Experimental	7.04	10.9	4.94	.01
Physical Setting	"	12.1	23.3	9.10	.01
Language	"	11.6	14.6	4.54	.01
Culture	"	76.9	85.4	5.51	.01

*Acceptable level of significance was established at .05

TABLE 6

Comparison of Experimental Group Posttest and Control Group Results by Subject Matter Area

Test	Criterion Mean by Group Experimental/Post	Control	t	Significance*
History & Political	10.9	6.75	6.63	.01
Physical Setting	23.3	15.1	15.70	.01
Language	14.6	10.3	5.05	.01
Culture	85.4	82.3	2.34	.05

*Acceptable level of significance was established at .05

12.0 Program Evaluated

At the completion of the field test the participants were asked to respond to a brief evaluation and questionnaire. The respondent used a six-point scale; the highest figure reflecting the most positive feeling. An opportunity to respond in more detail was provided. The summary of the data is presented in two parts.

12.1 Part I: Summary Data of the Six-Point Scale

A total mean figure of 4.99 was computed from responses to all ten questions. The questionnaire form and accompanying item means may be found in Appendix L. The figures within each square on the scale represent the number of people who recorded their response at that level. The decimal figure immediately below the scale indicates the mean response for that question.

12.2 Part II: Summary of Respondent Comments

The second phase of the evaluation and questionnaire form is a compendium of participant comments voluntarily offered at the conclusion of the field test. As a result of these comments, decisions to alter portions of the orientation program were made. The total compendium of participant comments may be found in Appendix M. It was a means of assessing each day's activities and providing feedback to those individuals responsible for developing the program. A critique form (See Appendix N) was completed daily by each participant. This enabled the staff to review individual presentations more effectively and provided instructors with information regarding participant needs. Provisions were made for more extensive comments. Most of the concerns are reflected in the compendium of comments on the final evaluation form in Appendix M.

SECTION III

RECOMMENDATIONS

13.0 Program Recommendations

The following recommendations for the orientation program are based on field test results, participant evaluation response sheets and the constraints of the next school year.

13.1 Specific Recommendations

13.1.1 The daily schedule of the orientation program should be shortened.

A. The new teacher will not have had enough time to become acclimated to Guam; making it difficult to benefit from an all-day program.

B. A shortened day will allow participants to complete necessary business transactions in the community.

C. The length of the orientation program will be reduced to four days with the village visitation portion held one week after school starts and hosted by local teachers.

13.1.2 The civil defense presentation will be eliminated. A publication is now available that speaks to the critical questions of typhoon warnings and personal and property protection.

13.1.3 The language presentations will be altered to provide more emphasis on specific language differences.

13.1.4 The cultural portions of the program will be redesigned to be specific in nature, i.e., kinds of behavior that might be encountered in the classroom -- cultural passivity.

13.2 Revised Orientation Program

Utilizing these four recommendations, the following four-day orientation program was developed:

13.2.1 Village Visitation

The village visitation would occur after the first week of school. It was agreed that local teachers would be contacted to host the visitation.

13.2.2 Daily Schedule

First Day

8:00 - 9:30	Geology and Geography of Guam
10:00 - 10:30	Film "Guam U.S.A." used as a backup to Geology and Geography
10:30 - 12:00	History and Political Development of Guam

Second Day

8:00 - 12:00	Tour of island, utilizing the information from Geology and Geography input of the previous day. Descriptions of historical places shall also be mentioned during the tour.

Third Day

8:00 - 9:00	Language Shock
9:00 - 10:30	Bilingual Problems
10:30 - 12:00	Culture and the School

Fourth Day

8:00 - 10:30	Cross-Cultural Problems
11:00 - 12:00	Role of Village Commissioners

13.2.3 Suggested Plan to Implement Revised Program

Because of recruiting and contracting procedures, it is impossible to identify the exact number of new teachers that will arrive in August. Explicit operating details of the orientation program will have to be developed as more empirical evidence is acquired through the recruiting and contracting months of summer 1970. However, presented in Table 7 is one possible method of implementing the four-day program. The participants have been divided into four groups.

TABLE 7

SUGGESTED PLAN FOR IMPLEMENTATION OF
REVISED PROGRAM

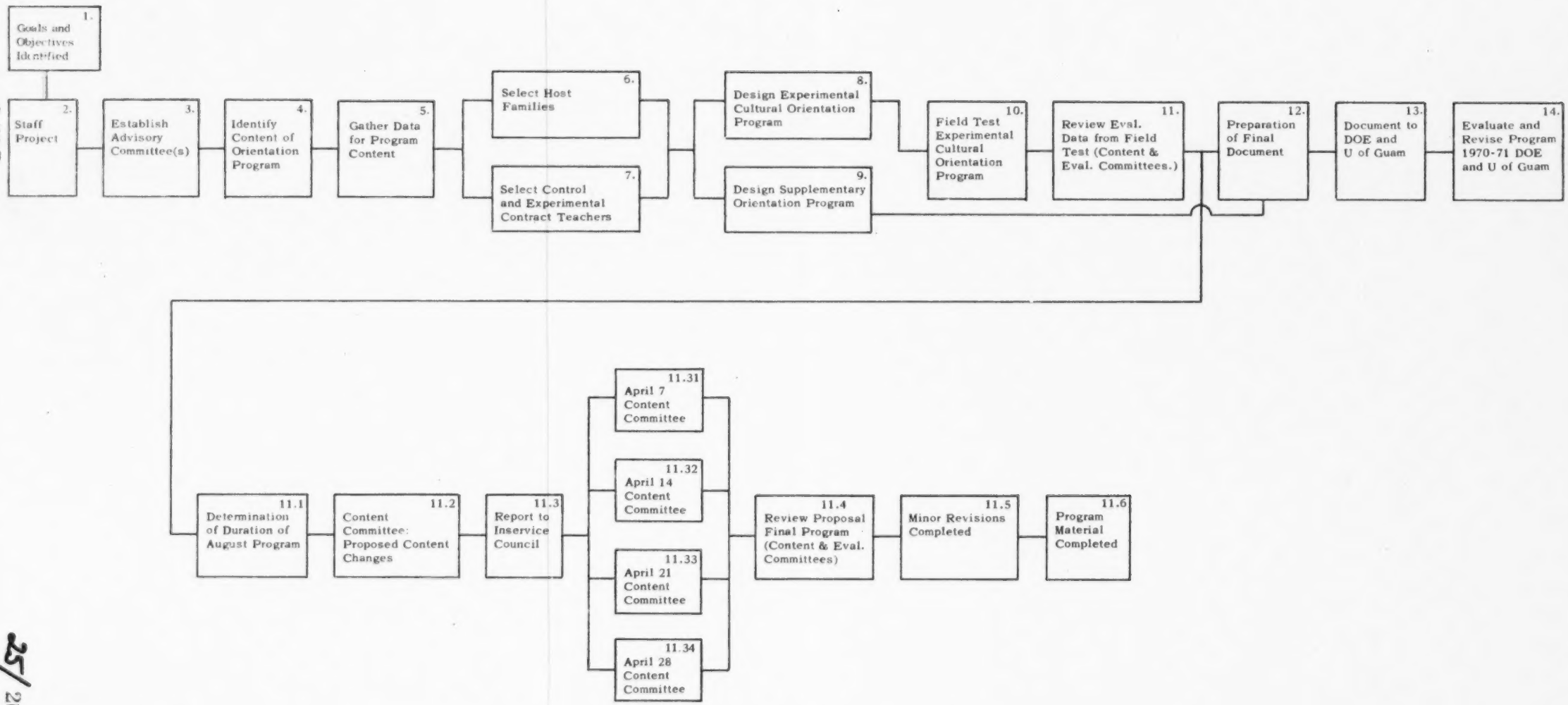
Group		I	II	III	IV
Day 1	8:00	Geography & Geology	Lang. Shock	Culture of the school	Cross Culture Problems
	9:00		Bilingual Prob.		
	10:00	Film: Guam U.S.A.			
	10:30	Hist & Pol. Dev.		Cross Culture Problems	
	11:00		Geography & Geology		Lang. Shock
Day 2	8:00		Hist. & Pol. Dev.	Lang. Shock	Village Commissioners
	9:00	Tour		Bilingual Problems	Culture of the School
	10:00	All	Film: Guam U.S.A.		
	11:00	A.M.	Cross Cult. Problems	Village Commission	Bilingual Problems
Day 3	8:00	Lang. Shock	Tour	Geography & Geology	Hist. & Pol. Dev.
	9:00	Village Commissioner			
	10:00	Culture of the School	All		
	10:30			Film: Guam U.S.A.	Film: Guam U.S.A.
	11:00		A.M.	Hist. & Pol. Dev.	Geography & Geology

TABLE 7 (continued)

Group		I	II	III	IV
Day 4	8:00	Cross Culture Problems			
	9:00		Village Commissioner	Tour	Tour
	10:00		Culture of the school	All	All
	10:30	Bilingual Problems			
	11:00			A.M.	A.M.

APPENDIX A

WORK EVENT CHART
EPDA PROJECT II
ORIENTATION PROGRAM FOR
CONTRACT TEACHERS


1. Goals and Objectives Identified
2. Staff Project
3. Establish Advisory Committee(s)
4. Identify Content of Orientation Program
5. Gather Data for Program Content
6. Select Host Families
7. Select Control and Experimental Contract Teachers
8. Design Experimental Cultural Orientation Program
9. Design Supplementary Orientation Program
10. Field Test Experimental Cultural Orientation Program
11. Review Eval. Data from Field Test (Content & Eval. Committees.)
12. Preparation of Final Document
13. Document to DOE and U of Guam
14. Evaluate and Revise Program 1970-71 DOE and U of Guam
11.1 Determination of Duration of August Program
11.2 Content Committee: Proposed Content Changes
11.3 Report to Inservice Council
11.31 April 7 Content Committee
11.32 April 14 Content Committee
11.33 April 21 Content Committee
11.34 April 28 Content Committee
11.4 Review Proposal Final Program (Content & Eval. Committees)
11.5 Minor Revisions Completed
11.6 Program Material Completed

APPENDIX B

STAFFING SUMMARY (OTHER THAN PROJECT STAFF)

Pedro Roberto	February 1970	2 days
Paul Kahn	Oct., Dec., 1969 Jan., Feb., 1970	7 days
Gary Mesibov	Oct., Dec., 1969 Jan., Feb., 1970	7 days
Marvin Montvel-Cohen	Oct., Dec., 1969 Jan., Feb., Apr., May 1970	11 days
Walter Scott Wilson	Oct., Dec., 1969 Jan., Feb., Apr., May 1970	11 days
Tom Barcinas	March 1970	2 days
Str. Ellen Jean Klein	March 1970	2 days
Carol Thomas	March 1970	2 days
Joe Barcinas	March 1970	2 days

APPENDIX C

GENERAL TEACHER SURVEY

August 26, 1969

Dear Staff Member,

An effort is being made by the University of Guam and the Department of Education to develop a cultural orientation and inservice program for contract teachers. The development of this program is under the direction of the Northwest Regional Educational Laboratory.

As a contract teacher who has completed one year of a two year contract, your aid in responding to the following questionnaire will help give some guidance in the development of this program. Please feel free to reply earnestly and honestly.

It has been stated that there has been a lack of rather crucial information supplied to people new to the island. Rather than have all newcomers face the same encounters that have been experienced by others in the past, it is anticipated that with some systematized procedure of instruction and information the problems might be overcome or in part diminished.

Should you need additional space for comments, use the back of this page or another paper if you prefer. Your comments will be held in confidence. There is no need to place your name on the questionnaire. If you would fill out the other demographic data it would be appreciated.

If any additional information is needed please feel free to contact me at 777-8219 or at the office (204 AFIA Building, behind Agana Post Office) any day. Your prompt attention to this request is gratefully acknowledged. Many thanks for your time and energies in completing this questionnaire. It is hoped that with this knowledge an orientation program can be developed that will provide some understanding of the setting in which we work.

Please return in the endosed envelope.

Sincerely,

Dr. John Dahlberg, Jr.
Orientation Program Coordinator
Northwest Regional Educational Laboratory

DEMOGRAPHIC DATA:

Arrived on Guam: _____
Month Year

Present position: _____
(teacher, administrator, professor
department head, etc.)

Grade level: _____
(elementary, high school, college)

Position prior to Guam: _____
(teacher, administrator, professor,
department head, etc.)

Grade level: _____
(elementary, high school, college)

Age: 21-25____; 26-45____; 46-55____; 56-65____

Married: ____ ____ Male: ____ Female ____
Yes No

Number of children living with you on Guam: _____

Ages: _____

Year received B. A. Degree _____

Highest degree held: _____

Year received: _____

Years teaching experience: K - 12: _____

College or University: _____

1. Were commitments expressed in the official literature fulfilled?
Yes_____ No_____ If no, what discrepancies did you note?

2. Was the initial information packet sufficient for your needs?
Yes_____ No_____ If no, what data was not included in the information packet that you feel should have been included?

3. Did your spouse need further information? Yes_____ No_____
Does not apply_____ If yes, please specify the information that was needed.

4. Did the information provide sufficient data for your children's needs?
Yes_____ No_____ Does not apply_____ If no, what information was lacking?

5. Did you have sufficient data about your professional role?
Yes_____ No_____ If no, what information was needed?

6. Have professional limitations been imposed upon you that differ from your past experience? Yes_____ No_____ If yes, what has been the source of limitations, i.e., departments, University or Department of Education policy, administrators, and what were those limitations?

7. Have you had an official role in any curriculum development programs or departmental policy decision since your contract began?
Yes_____ No_____

a) If yes, what was the nature of participation?

1. Leader _____
2. Consultant _____
3. Member of committee _____
4. Other (Specify) _____

b) So desired, but not contacted _____

c) No desire to participate _____

8. If offered to participate again would you accept the offer?
Yes_____ No_____ If no, any particular reason?

9. Did you receive adequate information about the cultural difference that you were to find on your arrival? Yes_____ No_____ If no, what additional information would you have found helpful? Please be as specific as possible.

10. Is your current housing arrangement in agreement with your contractual statement? Yes_____ No_____ If no, how does the housing fail to meet the agreed arrangement?

11. If problems arise with your housing arrangement do you know whom to contact to remedy the situation? Yes_____ No_____ What particular Problems have you had with the housing office?

12. Is your home owned by Gov-Guam_____or leased by Gov-Guam from a private party_____?

13. Would you prefer to live in a different type of housing area?
Yes_____ No_____ If yes, what problems are encountered in locating a suitable area?

14. Prior to arriving on Guam did you receive adequate information regarding the housing and related items; i.e., utilities?
Yes_____ No_____ If no, what information should have been included?

15. Did you have a sponsor when you arrived on Guam?
Yes_____ No_____ What positive and negative statement might be made about the sponsorship program?

16. Did the sponsor provide information prior to your arrival on Guam?
Yes_____ No_____ If yes, what was the nature of that information?

17. Was there any effort made to provide orientation for the spouse and family to the culture on Guam and its environment?
Yes_____ No_____ If no, what kinds of information would have been helpful?

18. Did you find any cultural attitudes expressed toward you that were different than you had expected? Yes_____ No_____ If yes, can you describe the attitude and where you encountered the attitude?

19. Have you had difficulties in dealing with the business community; i. e., Commercial Port, banking facilities, insurance, medical care, etc. ? Yes_____ No_____ If yes, what was the nature of the problem?

20. Were there arrangements that you should have made prior to coming to Guam that were difficult to accomplish once on Guam?
Yes_____ No_____ If yes, what was general area of the problem(s), i. e., insurance, banking?

21. Was there an attempt to help you get acquainted with the community in which you were to live and teach? Yes_____ No_____

22. Once on Guam was there an attempt to help you get acquainted with other staff members prior to your arrival at your teaching assignment?
Yes_____ No_____ If yes, what was the nature of the attempt; i. e., staff picnic?

23. Would it have been of some benefit to have known some other people who were coming to Guam prior to departure for the island?
Yes_____ No_____

24. Was there official information imparted that you found erroneous?
Yes_____ No_____ If yes, please specify.

25. If you were planning an orientation to Guam, what areas of interest would you consider to be important; i. e. , patterns of behavior, expectations, etc. ?

26. Do you think there is a place in the orientation program for a greater emphasis on the nature of teaching in a bilingual situation; i. e. , specific instruction in particular language difficulties, instruction in Chamorro language, etc. ? Yes_____ No_____ If yes, what kinds of efforts do you think advisable?

If you wish to make additional comments about your orientation and your family's orientation to Guam please do so. Thank you again for your part in this program development.

APPENDIX D

CATEGORIES UTILIZED DURING SEPTEMBER SURVEY

I. Recruitment Information

2. Was the initial information packet sufficient for your needs? Yes_____ No_____ If no, what data was not included in the information packet that you feel should have been included?

3. Did your spouse need further information? Yes_____ No_____ Does not apply_____ If yes, please specify the information that was needed.

4. Did the information provide sufficient data for your children's needs? Yes_____ No_____ Does not apply_____ If no, what information was lacking?

20. Were there arrangements that you should have made prior to coming to Guam that were difficult to accomplish once on Guam? Yes_____ No_____ If yes, what was the general area of the problem(s), i.e., insurance, banking?

24. Was there official information imparted that you found erroneous? Yes_____ No_____ If yes, please specify.

II. Cultural Information

9. Did you receive adequate information about the cultural difference that you were to find on your arrival? Yes_____ No_____ If no, what additional information would you have found helpful? Please be as specific as possible.

17. Was there any effort made to provide orientation for the spouse and family to the culture on Guam and its environment? Yes_____ No_____ If no, what kinds of information would have been helpful?

18. Did you find any cultural attitudes expressed toward you that were different than you had expected? Yes_____ No_____ If yes, can you describe the attitude and where you encountered it?

21. Was there an attempt to help you get acquainted with the community in which you were to live and teach? Yes_____ No_____

25. If you were planning an orientation to Guam what areas of interest would you consider to be important; i.e., patterns of behavior, expectations, etc. ?

III. Language

26. Do you think there is a place in the orientation program for a greater emphasis on the nature of teaching in a bilingual situation; i.e., specific instruction in particular language difficulties, instruction in Chamorro language, etc. ? Yes_____ No_____ If yes, what kinds of efforts do you think advisable?

IV. Professional Information

2. Was the initial information packet sufficient for your needs? Yes_____ No_____ If no, what data was not included in the information packet that you feel should have been included?

5. Did you have sufficient data about your professional role? Yes_____ No_____ If no, what information was needed?

6. Have professional limitations been imposed upon you that differ from your past experience? Yes_____ No_____ If yes, what has been the source of limitations, i.e., departments, University or Department of Education policy, administrators, and what were those limitations?

V. Agency Commitment

1. Were commitments expressed in the official literature fulfilled? Yes_____ No_____ If no, what discrepancies did you note?

VI. Professional Participation

7. Have you had an official role in any curriculum development programs or departmental policy decision since your contract began? Yes_____ No_____

a) If yes, what was the nature of participation?

1. Leader _____
2. Consultant _____
3. Member of committee _____
4. Other (specify) _____

b) So desired, but not contacted _____

c) No desire to participate _____

8. If offered to participate again would you accept the offer? Yes_____ No_____ If no, any particular reason?

22. Once on Guam was there an attempt to help you get acquainted with other staff members prior to your arrival at your teaching assignment? Yes_____ No_____ If yes, what was the nature of the attempt; i. e., staff picnic?

VII. Government Services and Business Community

10. Is your current housing arrangement in agreement with your contractual statement? Yes_____ No_____ If no, how does the housing fail to meet the agreed arrangement?

11. If problems arise with your housing arrangement do you know whom to contact to remedy the situation? Yes_____ No_____ What particular problems have you had with the housing office?

12. Is your home owned by Gov-Guam_____ or leased by Gov-Guam from a private party_____?

13. Would you prefer to live in a different type of housing area? Yes_____ No_____ if yes, what problems are encountered in locating a suitable area?

14. Prior to arriving on Guam did you receive adequate information regarding the housing and related items; i.e., utilities? Yes_____ No_____ If no, what information should have been included?

19. Have you had difficulties in dealing with the business community; i.e., Commercial Port, banking facilities, insurance, medical care, etc.? Yes_____ No_____ If yes, what was the nature of the problem?

VIII. Community Adjustment

23. Would it have been of some benefit to have known some other people who were coming to Guam prior to departure for the island? Yes_____ No_____

15. Did you have a sponsor when you arrived on Guam? Yes_____ No_____ What positive and negative statement might be made about the sponsorship program?

16. Did the sponsor provide information prior to your arrival on Guam? Yes_____ No_____ If yes, what was the nature of that information?

APPENDIX E

Orientation Needs Assessment Survey
of First Year Contract Teachers
August 1969
By Category

I. Recruitment Information

Question	Satisfied	Not Satisfied	NA	No Response
#2	34	29		
#3	21	19	21	2
#4	28	5	28	2
#20	13	49		1
#24	26	34		3
	122	136	49	8

II. Cultural Information

#9	49	12	
#17	27	24	12
#18	27	34	2
#21	30	31	2
#25	3	39	21
	136	140	37

III. Language

#26	18	40	5
	18	40	5

IV. Professional Information

Question	Satisfied	Not Satisfied	NA	No Response
#2	34	29		
#5	27	33		3
#6	24	33		6
	85	95		9

V. Agency Commitment

#1	41	12		10
	41	12		10

VI. Professional Participation

#7	34	28		1
#8	42	7		14
#22	25	36		2
	101	71		17

VII. Government Services and Business Community

#10	49	12		2
#11	51	11		1
#13	17	44		2
#14	33	28		2
#19	33	27		3
	183	122		10

VIII. Community Adjustment

#23	32	26		5
#15	59	4		
#16	53	10		
	144	40		5

APPENDIX F

TRAINING PROGRAMS

One of the concerns expressed by personnel of the University of Guam and the Territorial Department of Education was to provide training programs to insure that a cadre of personnel would be on-island to continue evaluation and revision of the Orientation Program in ensuing years. Under EPDA Project I, three workshops were instituted on Guam which helped to meet the need of expertise in planning and evaluation. Personnel who would participate in the development of the Orientation Program were selected as participants in the three training programs.

The three workshops were

1. Program Evaluation

   A workshop designed to develop a corps of trained persons to act as consultants on evaluation strategies. 20 instructional hours conducted by the Northwest Regional Educational Laboratory.

2. Application of Systems Approach to Educational Planning

   This workshop was designed to develop skills in procedures and techniques used in the Systems Approach to Educational Planning and problem solving. Forty instructional hours conducted by World Wide, Inc.

3. Instructional Improvement (constructing tier goals)

   A workshop designed to develop skills in constructing a goal

tier from existing policy objectives producing acceptable objective statements at their lower level. Twenty instructional hours conducted by Insgroup, Inc.

These three workshops were particularly important in the contribution they made as information input about a Systems Approach to educational problems. They also served to encourage thinking in behavioral terms necessary to developing an Orientation Program.

APPENDIX G

SELECTION OF FIELD TEST PARTICIPANTS

Northwest Regional Educational Laboratory

Guam Education Project · James R. Hale, Director
P.O. Box 3631 · Agana, Guam 96910 · Telephone 777-8219

December 3, 1969

TO: Inservice Council

FROM: John Dahlberg

RE: Selection of Participants for Orientation Program Field Test

Upon the recommendation of the Council, I met with both principal groups. Both groups agreed with the format as presented.

One suggestion was made in the Secondary principal's meeting. It was recommended that all schools be represented in the field test. If this be the desire of the Inservice Council the field test would utilize a full complement of personnel as discussed.

In order to begin the selection process for those participating, it is suggested that each building principal be contacted in the very near future. I would like to suggest some concerns that might be considered in the deliberations by the Inservice Council as criteria for selections.

1. The participant must be in his/her first year of teaching on Guam.

2. The participant must be a volunteer.

3. The participant must be available for all program meetings March 10, 11, 12, 13, 14 and 16, 1970, 8:30 AM to 4:30 PM each day. March 14 (Saturday) the hours will be extended to include the dinner hour. The Saturday Village Visitation will include the employee's family as well.

It will be necessary to collect certain kinds of information about each participant and his family so placement with an appropriate host family may be made.

Might I suggest that all recommendations from the building principals be in the hands of the Inservice Council by January 1, 1970. Selection by the Council might be accomplished during the January meeting.

Please find attached to this report a Recommendation Sheet that could be utilized by the building principal in reporting to the Inservice Council.

Home Office
400 Lindsay Building · 710 S.W. Second Avenue · Telephone (503) 224-3650

TO: Inservice Council

FROM: _____
Principal's Name

_____
School

RE: Recommendation of Participants for Orientation Program Field Test

The following people are recommended for participation in the Field Test March 10, 11, 12, 13, 14 and 16, 1970.

1. _____

2. _____

3. _____

Please return this form to Mrs. Potter, Department of Education.

GOVERNMENT OF GUAM

AGANA

Memorandum December 10, 1969

To: All Principals

From: Director of Education

The Department of Education is involved in the development of an Orientation Program for new teachers. This project is sponsored by the University of Guam and the Department of Education and is being directed by the Northwest Regional Educational Laboratory.

During the month of March a field test will be conducted to determine the adequacy of the prepared program. The In-service Council would like to request that each building principal select two or three people in their building that would be interested in participating in the field test.

Upon the receipt of the recommendations the In-service Council will select the final 30 participants. In your selection of possible personnel would you please use the following criteria:

1. The participant must be in his/her first year of teaching on Guam. Either contract or local hire.
2. The participant must be a volunteer.
3. The participant must be available for all program meetings, March 10, 11, 12, 13, 14 and 16, 1970, 8:30 A.M. to 4:30 P.M. each day. March 14 (Saturday) the hours will be extended to include the dinner hour. The Saturday Village Visitation will include the participant's family as well.

Following the selection by the In-service Council it will be necessary to collect certain kinds of information about each participant and his family so placement with an appropriate host family might be made.

Would you please forward your recommendation to me by January 1, 1970 so final selection might be made at the January In-service Council meeting.

Please find attached a request recommendation sheet to accommodate your selections.

F. J. QUITUGUA

Attachment

TO: Mrs. Patricia V. Potter
Inservice Council Chairman

FROM: _____
Principal's Name

_____
School

RE: Recommendation of Participants for Orientation Program Field Test

The following people are recommended for participation in the Field Test March 10, 11, 12, 13, 14 and 16, 1970.

1. _____

2. _____

3. _____

Please return this form to Mrs. Potter, Department of Education, by January 1, 1970.

APPENDIX H

Adjunctive Activities to the Orientation Program

It is obvious that complete orientation to a new cultural setting cannot be completed within the confines of a brief program. The design of the program was to provide an opportunity to gain some awareness of the new cultural setting and provide a point of departure for further inquiry. To aid the participant in his own inquiry, adjunctive programs and opportunities are currently available and will continue to be available. Representative of such availabilities are those described below.

University of Guam

The University of Guam offers a number of learning opportunities related to the orientation program. The following courses are being planned for the calendar year 1970-71:

SO312 Cultural Anthropology

A study of culture, the central concept of anthropology. Closely examined are current theories regarding the nature, structure and dynamics of culture and the relationship between culture and personality.

SO320 Anthropology of the Pacific Area

A study of the anthropology of Melanesia, Micronesia and Polynesia includes an area survey of the Pacific, current theories of the settlement of the Pacific Islands, and an exploration of particular studies in cultural anthropology.

SO405 Community Development

A study of applied sociology and anthropology that emphasizes social processes and programs of planned change on the community level in parts of the world currently undergoing technical development.

SO491 Seminar in Anthropology

Developing curriculum materials in anthropology for high schools on Guam and in the Trust Territory.

GE301 Geography of the Pacific

A survey of the geography of the Pacific Basin, including Australia, New Zealand, Indonesia, Philippines, Micronesia, Melanesia and Polynesia. The political, economic and strategic importance of these areas since World War II will also be considered.

SO310 Contemporary Social Problems

A study of social disorganization and pathology, factors which weaken human societies in the contemporary world. Phenomena such as delinquency, mental and social stresses, racial tensions and alienation from community are considered.

SO325 Sociology of Work

With attention to educational, health, social service, military and industrial organization, this course is a study of service and other work-

institutional patterns related to the social order and community structure.

SO384 Social Action Practicum

Involves the theory and practice of small group dynamics by using creative activity and materials in the plastic and performing arts or other demonstrable mechanical and manipulative skills.

In conjunction with a theoretical sequence, students will be placed in various community services for supervised activity as assistant instructors, small group leaders and participant observers. Course may be taken more than once for credit.

HI211 Guam: Its History and Government

A study of the preMagellan period, the Spanish regime and Spain's cultural contributions, Guam's political development under the United States Naval Government and the Island's present civil goverment.

HI443 History of Micronesia

BI201 Flora and Fauna of Guam

A general natural history survey of the major groups of local plants and animals. Three hours lecture-laboratory weekly.

AR425 Anthropology of Art

Concerned primarily with preindustrial and tribal peoples, the course

seeks to familiarize the student with the relationship between characteristic art form and social context. Carvings, masks, textiles and ceremonial clothing of the world's preliterate populations as well as more complex traditional groups are studied.

CHAM151a-b Beginning Chamorro

The emphasis of this course is on conversational Chamorro, with ease in understanding and fluency in speaking the language as the ultimate aim of the program. The instruction is based upon the aural-oral method of teaching, with materials adapted from a linguistic analysis of modern spoken Chamorro.

LN450 Survey of Micronesian Languages

A brief survey of the languages found within the geographical area known as Micronesia. Course will cover relationships within the Austronesian Language family, general typology of Micronesian languages and a brief grammatical sketch of select representative languages.

SO421 Cross-Cultural and Sociological Problems of Guam and Micronesia

An analysis and evaluation of the changing cultural patterns of Guam and the Trust Territory. Considered will be new techniques and material in the social science area pertaining to cross-cultural understanding.

Department of Education

Within the Territorial Department of Education and various professional teacher organizations, additional opportunities are available to the new teacher.

Because many students on the island speak a language other than English away from school, the Department of Education has a TESOL program on both the elementary and secondary levels. TESOL consultants are available to work directly with the classroom teacher. It is the intent and desire of those responsible for the TESOL program to provide as many learning opportunities for the teacher as possible.

The Instructional Division of the Department of Education has provided and placed in the public schools a Field Trip Handbook. The handbook provides information about a variety of localities that are suited for field trips.

Included in the handbook are instructions about necessary prefield trip contacts, what is needed by each youngster, duration of the trip and specific notations about what may be seen.

CETTI BAY - An old jeep trail led hikers down through the red volcanic slopes of southern Guam to the sandy beaches of Sella Bay and on south to scenic Cetti Bay which looks up toward some of the higher mountains of southern Guam.

MT. JUMALLONG - A professor from the University led a hike up the slopes of Mt. Jumallong, pointing out some of the more interesting plants to be seen along the way. From the top, it was possible to scan most of Southern Guam as well as the Fena Lake Reservoir.

NASA TRACKING STATION - The visitors to this station located in south-central Guam were taken on a tour of the radar facilities and complicated computer equipment used in conjunction with the Apollo Moon Project. Following the tour, the visitors viewed a film on one of the previous Apollo Moon Shots.

PAGAT REEF - A high school biology teacher conducted a walk through one of Guam's northern limestone forests which leads to the narrow reefs on the eastern side of the island. Some of the major trees and other floral specimens were identified for the hikers.

REEF TRIP - A researcher from the University led a number of teachers on a walk across one of the island's western reefs, pointing out the various forms of marine plants and animals such as the corals, other marine invertebrates and numerous algal specimens.

GUAM OIL REFINERY - Teachers were invited to tour the new oil refinery facilities including a brief description of the processes involved in the production of fuel from crude oil. From the refinery, the visitors were taken to the new commercial port to view the facilities used in receiving crude oil from the large tankers. The afternoon was rounded out by a dinner at Fjords Smorgette given by the oil refinery personnel.

ROTA - The GSTA sponsored a weekend field trip to the island of Rota. Some 50 teachers and guests were flown by DC-6 to the 10 mile-long island and were transported about by the friendly Rota citizens. The weekend included fiesta-style meals and various trips around the island.

WEATHER STATION - The Department of Commerce invited the science teachers to visit the weather station facilities in northern Guam. The various weather recording instruments were displayed and their operation explained. The station also demonstrated the release of a weather balloon.

APPENDIX I

GUAM/NWREL EDUCATION PROJECT

EPDA PROJECT II

ORIENTATION FOR CONTRACT TEACHERS

FIELD TEST

March 10 - 16, 1970

Test: Cultural Awareness

FORM A

Opinion Survey - Form A

1. Productivity is the mark of an advanced country.

2. A feel comfortable with strangers.

3. Americans tend to be spoiled by their high level of physical comfort.

4. Most people are more interested in themselves than in other people.

5. I cannot understand why any country might want to reject any form of aid from the United States.

6. A teacher who teache s well in the United States will teach well anywhere.

7. Americans have characteristics which make it hard for them to get along with foreigners.

8. Discipline is not the key to classroom success for a teacher.

9. I do not prefer as friends people who are different from me.

10. It is difficult for someone to find out how people in different walks of life think and feel.

11. I like all different types of people even if they do not like me.

12. People who live in tribal societies are probably no happier than modern man.

13. An act may be right in one culture and wrong in another.

14. There are many things wrong in the United States which can be corrected.

15. Some cultures are less moral than others.

16. Society must move away from the idea that criminals must be punished and seek ways to rehabilitate them.

17. Lower class people do not have the initiative to better themselves.

18. Teachers today are much too lenient with their students.

19. One should have experience living in different kinds of places.

20. People said to be lazy are probably only interested in doing other things than we are.

21. We would be better off if male and female roles were more sharply defined.

22. Sometimes when I am in a bad mood I will take it out on my students.

23. A teacher must remain aloof and not become emotionally involved with his students.

24. Whether a given act is right or wrong always depends upon the circumstances.

25. Southerners in the United States are more prejudiced than Northerners because they are brought up in an environment which does not consider prejudice as evil.

26. The main problem with today's younger generation is that no one has the nerve to say "no" to them.

27. As soon as we solve one social problem another will arise.

28. The reason that some people do not progress in some parts of the world is because they are lazy.

29. People in Russia are probably just as happy as we are.

30. It shouldn't matter to a teacher if her students are neatly dresed or not.

31. I love all people irrespective of their race, creed or color.

32. In order to be polite to people in other cultures we must learn their ways of showing politeness.

33. It is human nature to want to help one's fellow man.

34. Since America is the greatest nation in the world, her territories should be eager to completely assimilate American culture.

35. There is no such thing as a student who does not want to learn.

36. I am proud that my friendships are not based on cultural, economic or any factors other than the specific qualities of the individual.

37. English is better than most languages in expressing ideas.

38. There will always be racial discrimination.

39. I sometimes dislike people I know.

40. Modern man does not have to be at the mercy of the "system."

41. Americans living in foreign areas must work hard to maintain proper moral standards.

42. Negroes could peaceably solve many of their problems if they were not so lazy.

43. I feel most comfortable when I am with people I know well.

44. I am always well organized and unable to tolerate disorganization.

45. If a child does not learn in school it is generally his own fault, not the teacher's.

46. In a foreign area it is bad for Americans to go "native."

47. It is possible to improve the quality of life by providing better education.

48. People usually appreciate the help they receive from others.

49. A society which condones premarital sexual intercourse is not necessarily immoral.

50. Even when people do not behave the same as we do in a given situation, their motives are probably the same as ours.

51. I don't think very much about the way I dress.

52. Children do not have to be told what is good for them.

53. I enjoy tasting different types of foods.

54. The goal of education should be determined on the basis of the needs of the culture.

GUAM/NWREL EDUCATION PROJECT

EPDA PROJECT II

ORIENTATION FOR CONTRACT TEACHERS

FIELD TEST

March 10 - 16, 1970

Test: Cultural Awareness

FORM B

Opinion Survey - Form B

1. If a student performs well on an examination, his teacher may assume that he has adequately mastered the material.

2. When I settle somewhere I hate to leave.

3. Americans living in foreign areas should adopt as many of the local customs as possible.

4. Grades are not the only way to motivate most students.

5. A student's appearance usually does not reveal much about his academic ability.

6. Children should be allowed to wear shorts to school in a warm climate.

7. I like almost everyone I meet.

8. I intend to devote my entire life to helping other people.

9. Modern life has not made man a slave to the machine.

10. Man is perfectible.

11. Learning a foreign language is not difficult.

12. People in Russia are probably unhappy with the way things are.

13. Premarital sexual relations are always immoral and wrong no matter what the circumstances.

14. In an underdeveloped nation where English has replaced a local dialect as the national language, the people should be prohibited from speaking their local language.

15. The first idea that a teacher must establish in his class is that he is the boss.

16. A teacher must sometimes radically change his methods to allow for cultural differences.

17. I do not believe there are any moral beliefs that all men accept.

18. I enjoy being with people who are different from me.

19. I am the type of person who likes to meet other people.

20. On some Pacific Islands, the natives can live without exerting much physical effort.

21. The problem with many educated people is that they never give you an absolute answer.

22. All human cultures are basically the same.

23. I like a person who has the nerve to continuously disagree with me.

24. Americans seem to be less able to deal with leisure time than other people.

25. I get so much satisfaction out of teaching that I would do it even if I weren't paid.

26. People usually resent being helped by others.

27. There are very few poor teachers; classroom problems are usually caused by students who do not learn.

28. Most children have few original ideas; it is the task of a teacher to help a child think creatively.

29. There is very often no absolute, correct answers to questions.

30. While helping in developing nations, Americans must be very careful not to destroy a people's culture.

31. When someone doesn't like us, there is very little we can do about it.

32. People in many parts of the world are less friendly than Americans.

33. Children are naturally curious and will learn if they are not too restricted.

34. I feel that moral values are absolutes and not culturally determined.

35. Most people will not do something they know to be dishonest even if they are sure they can get away with it.

36. It is natural for a teacher to become very frustrated and depressed at times.

37. A teacher's style and technique should vary depending upon the composition of his class.

38. Many foreigners resent Americans because Americans have more money than they do.

39. The United States can learn much from even the most primitive peoples.

40. Time is money and should not be wasted.

41. A teacher does not have to force a child to learn; he will do it on his own.

42. Racial discrimination is a thing of the past.

43. It is human nature to be suspicious of people different from oneself.

44. America is the most advanced country in the world and has devised superior methods for handling all kinds of problems.

45. In different cultures, childr arn to learn differently.

46. Americans are basically likeable.

47. Americans living in foreign areas should set an example for other people.

48. The reason some people in other parts of the world don't make progress is because they are lazy.

49. An individual has a great deal of control over his own future.

50. Man is basically a sane, rational creature.

51. The goals of education vary depending on local problems and needs.

52. There are many things we can do right now to make life better.

53. I am reluctant to try new, untested things.

54. I could never get used to rats, insects and bugs.

Response Sheet: Cultural Awareness

Form_____ Name_____
Date _____

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	_____	_____	_____	_____	_____
2.	_____	_____	_____	_____	_____
3.	_____	_____	_____	_____	_____
4.	_____	_____	_____	_____	_____
5.	_____	_____	_____	_____	_____
6.	_____	_____	_____	_____	_____
7.	_____	_____	_____	_____	_____
8.	_____	_____	_____	_____	_____
9.	_____	_____	_____	_____	_____
10.	_____	_____	_____	_____	_____
11.	_____	_____	_____	_____	_____
12.	_____	_____	_____	_____	_____
13.	_____	_____	_____	_____	_____
14.	_____	_____	_____	_____	_____
15.	_____	_____	_____	_____	_____
16.	_____	_____	_____	_____	_____
17.	_____	_____	_____	_____	_____
18.	_____	_____	_____	_____	_____
19.	_____	_____	_____	_____	_____

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
20.	_____	_____	_____	_____	_____
21.	_____	_____	_____	_____	_____
22.	_____	_____	_____	_____	_____
23.	_____	_____	_____	_____	_____
24.	_____	_____	_____	_____	_____
25.	_____	_____	_____	_____	_____
26.	_____	_____	_____	_____	_____
27.	_____	_____	_____	_____	_____
28.	_____	_____	_____	_____	_____
29.	_____	_____	_____	_____	_____
30.	_____	_____	_____	_____	_____
31.	_____	_____	_____	_____	_____
32.	_____	_____	_____	_____	_____
33.	_____	_____	_____	_____	_____
34.	_____	_____	_____	_____	_____
35.	_____	_____	_____	_____	_____
36.	_____	_____	_____	_____	_____
37.	_____	_____	_____	_____	_____
38.	_____	_____	_____	_____	_____
39.	_____	_____	_____	_____	_____
40.	_____	_____	_____	_____	_____
41.	_____	_____	_____	_____	_____

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
42.	_____	_____	_____	_____	_____
43.	_____	_____	_____	_____	_____
44.	_____	_____	_____	_____	_____
45.	_____	_____	_____	_____	_____
46.	_____	_____	_____	_____	_____
47.	_____	_____	_____	_____	_____
48.	_____	_____	_____	_____	_____
49.	_____	_____	_____	_____	_____
50.	_____	_____	_____	_____	_____
51.	_____	_____	_____	_____	_____
52.	_____	_____	_____	_____	_____
53.	_____	_____	_____	_____	_____
54.	_____	_____	_____	_____	_____

APPENDIX J

INDIVIDUAL PRE AND POSTTEST SCORES FOR EXPERIMENTAL AND CONTROL GROUPS ON CULTURAL AWARENESS TEST

EXPERIMENTAL GROUP
PRETEST
FORM A

Participant	Ethnocentrism	Relativism	Favorable images	Unfavorable Images	Flexible	Rigid	Lie
1	2.13	2.75	3.50	2.0	3.0	1.88	3.67
2	2.38	3.50	3.38	2.88	3.38	2.0	2.83
3	2.63	3.38	3.63	2.0	3.25	2.38	3.00
4	2.75	3.13	3.13	3.25	2.75	2.50	3.50
5	2.88	3.75	3.75	2.63	3.25	2.75	2.67
6	2.13	3.63	3.63	2.63	3.00	2.88	2.83
7	3.0	3.88	3.38	3.25	3.63	3.00	3.17
8	2.50	3.63	3.50	2.88	3.38	2.75	3.50
9	2.75	3.25	3.50	2.25	3.25	3.38	3.00
10	2.38	2.75	3.50	3.13	3.13	3.13	3.67
11	2.38	3.50	3.38	2.00	3.50	2.75	3.50
12	1.50	3.75	3.25	2.75	3.88	1.88	1.67
13	2.50	4.00	3.63	3.63	3.13	3.38	2.17

Participant	Ethnocentrism	Relativism	Favorable Images	Unfavorable Images	Flexible	Rigid	Lie
14	1.88	3.88	3.63	2.50	3.13	2.75	2.67
15	3.13	2.75	3.50	3.00	3.13	3.00	3.33
16	2.25	3.50	3.75	2.13	3.88	2.75	3.17
17	2.88	3.63	4.13	4.00	2.88	3.63	3.17
18	2.38	3.25	3.50	2.63	3.13	2.38	3.88
19	2.25	2.50	3.38	2.88	2.75	2.63	2.50
20	1.75	4.00	4.50	2.50	4.25	1.50	3.67
21	3.13	3.75	2.75	2.75	3.13	2.38	3.33
22	2.13	3.50	3.25	2.50	3.38	2.50	2.67
23	3.00	3.00	3.75	2.88	3.00	2.50	3.50

EXPERIMENTAL GROUP
POSTTEST
FORM B

Participant	Ethnocentrism	Relativism	Favorable Images	Unfavorable Images	Flexible	Rigid	Lie
1	2.13	3.88	4.00	2.50	4.25	2.13	3.33
2	3.25	4.00	3.50	2.50	3.75	2.00	2.17
3	2.13	3.75	3.75	2.50	3.63	2.63	2.67
4	1.88	3.75	3.38	2.38	4.13	2.88	2.83
5	2.50	3.63	3.50	2.50	3.63	2.75	2.67
6	2.00	3.75	3.38	2.75	3.88	3.00	2.17
7	2.63	4.50	4.00	2.25	3.38	2.50	3.00
8	2.38	3.88	3.63	2.38	3.75	2.38	2.33
9	2.63	3.88	3.13	2.25	3.63	2.63	2.67
10	3.13	4.50	3.38	2.63	3.88	3.25	2.50
11	2.25	4.25	3.00	2.00	3.88	2.63	2.17
12	1.88	4.13	3.38	2.50	3.38	2.63	2.33
13	2.75	3.38	3.13	3.13	3.63	3.00	2.67

Participant	Ethnocentrism	Relativism	Favorable Images	Unfavorable Images	Flexible	Rigid	Lie
14	2.25	3.75	3.13	1.88	3.75	2.38	2.50
15	2.00	4.00	3.25	2.38	3.25	2.63	2.67
16	2.13	4.13	3.13	2.13	3.63	2.38	2.50
17	2.50	3.25	3.88	2.13	3.50	3.50	1.83
18	2.38	3.63	3.50	2.50	3.75	2.63	3.00
19	2.63	3.38	3.38	3.13	3.13	2.75	2.00
20	2.63	4.00	3.38	2.25	2.88	2.25	2.67
21	2.25	3.75	3.88	2.50	3.50	3.38	1.67
22	2.25	3.25	3.38	2.50	3.75	2.50	2.67
23	3.13	4.13	3.63	2.75	3.88	2.63	2.67

CONTROL GROUP
FORM B

Participant	Ethnocentrism	Relativism	Favorable Images	Unfavorable Images	Flexible	Rigid	Lie
1	2.13	4.00	2.75	2.25	3.63	3.13	2.83
2	1.75	3.50	3.50	3.50	3.50	3.50	2.83
3	2.75	4.50	3.88	2.38	3.38	3.00	3.17
4	3.00	3.50	3.25	2.63	3.50	2.75	2.17
5	1.50	4.50	3.13	2.13	4.75	1.75	2.50
6	2.50	4.75	2.88	2.50	4.38	1.50	3.00
7	2.25	4.38	2.88	1.88	3.63	2.25	2.50
8	2.25	4.00	3.25	2.75	4.00	3.75	3.33
9	2.75	3.00	3.38	2.25	3.75	3.13	3.17
10	1.38	3.88	3.50	2.13	3.75	2.00	2.00
11	2.50	4.38	3.50	3.00	3.75	2.75	2.67
12	2.25	3.63	3.63	2.63	3.88	2.50	2.83
13	2.25	3.25	2.63	2.38	3.75	2.38	2.33

Participant	Ethnocentrism	Relativism	Favorable Images	Unfavorable Images	Flexible	Rigid	Lie
14	2.63	3.75	3.88	2.38	3.63	3.00	3.00
15	2.25	3.63	3.25	2.25	3.75	3.13	3.00
16	2.25	3.88	3.38	1.88	4.13	2.50	3.00
17	2.13	4.25	3.13	2.50	3.63	2.38	2.67
18	1.88	4.88	3.38	3.13	3.88	1.75	2.67
19	2.63	3.88	3.63	2.75	3.50	3.63	2.63
20	2.38	3.63	3.00	2.63	3.75	3.13	3.17

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APPENDIX K

TESTS ADMINISTERED DURING FIELD TEST

TEST I: Historical Development
TEST II: Physical Setting
TEST III: Language Awareness
TEST IV: Cultural Orientation

Guam/NWREL Education Project
EPDA Project II
Orientation Program for Contract Teachers
Field Test
March 10-16, 1970
Test: Historical Development

Name_____

DIRECTIONS:

Read the problem carefully before making your choice. This is a multiple-choice test; circle your answer.

1. The pre-Spanish Chamorros had a political structure that is centered upon:

   A. Matriarchal-Clan and the Caste System
   B. Male-centered Caste System
   C. Exclusively Caste-centered System

2. The Charismatic Spanish who came to Guam as a Missionary was:

   A. Pedro Malabar
   B. San Vitores
   C. Savaria

3. The Chamorros went to war against the Spanish through the influence of an outsider:

   A. Bazan
   B. Ynete
   C. Chaco

4. The Spanish recorded that the Chamorro population around 1668 was:

   A. 75,000+
   B. 10,000
   C. 3,500

5. The Chamorros were nearly annihilated by:

   A. War
   B. Epidemic
   C. War, epidemic, typhoon and tidal wave.

6. The Chamorro woman was able to transfer her culture when she married the outsiders because:

   A. She had time to evaluate both cultures; she was confined in a locale where her culture was her game; she loved and taught respect for authority to her children (a thing that was her role before the Spanish).
   B. She learned the language of her husband and practiced his religion.
   C. She gave up because she could not find her identity.

7. The Chamorro political system survived during Spanish time because:

   A. The Spanish system is unconsciously a modified form of the Chamorro system.
   B. The Spanish forced it upon the Chamorro.
   C. The Spanish designed their system for the Chamorros.

8. The only difference between the Chamorro and Spanish system is:

   A. The Chamorro is matriarchal and clanness.
   B. The Spanish has island-wide system with one head.

9. The Americans tried to suppress the Chamorro culture by:

   A. Discouraging, in grand scale, the Chamorros from speaking their language, having public education for all.
   B. Educating them and immediately giving them government responsibilities.
   C. Preaching to them about American democracy and making them live it to see its beauty and strength.

10. Illegitimacy and nick-naming cultural traits do prevail among the present day:

    A. Chamorros
    B. Americans

11. The following are lost cultural traits among the Chamorros:

A. Boatmaking, fishing, sex social hall, and swimming.
B. Love for feasting, respect for elders and rice-growing.

12. The following are signs of the extension of the matriarchal system among the Chamorros:

A. In suffering, utters "aye nana" (oh, mother) wife leans on her parents for nearly everything instead of her husband.
B. Woman still determines separation and her children use her surname.

13. The Chamorro today wants:

A. Chamorro identity within American governmental system.
B. Longs for independence.
C. Not sure of what he wants.

14. The Guamanian youngster is prone to delinquency because:

A. Has too much freedom;
B. Has working parents;
C. Cultural traits are weakened by his working mother, group responsibility in social and cultural rearing is broken by freedom and justice under the Americans.

15. The present day Chamorro does not have a clear cultural identity because:

A. Few women survived the first fifty years of Spanish rule; the outsiders brought a series of calamities and designed programs to weaken her identity.
B. Interbreeding forces this to happen.

16. The present day Chamorro social status is by:

A. Family background.
B. Religious affiliation.
C. Academic training.
D. Economic and political affiliation.

Guam/NWREL Education Project
EPDA Project II
Orientation Program for Contract Teachers
Field Test
March 10-16, 1970
Test: Physical Setting

Name_____

THE GEOGRAPHY, THE CLIMATE, AND GENERAL GEOLOGY OF GUAM

_____ 1. Guam is one of the Mariana Islands of which there are:
(A) 5 (B) 10 (C) 15 (D) 20

_____ 2. The average distance from Guam to the Philippine Islands Japan or New Guinea is about: (A) 500 miles (B) 1000 miles (C) 1500 miles (D) 2000 miles

_____ 3. The distance between the equator and Guam is approximately:
(A) 300 miles (B) 900 miles (C) 1500 miles (D) 2100 miles

_____ 4. The length of Guam is: (A) 10 miles (B) 20 miles (C) 30 miles (C) 40 miles

_____ 5. The Marianas Trench, in relation to Guam, for the most part lies to the: (A) North (B) South (C) East (D) West

_____ 6. The deepest point in the Marianas Trench is the Challenger Deep which descends some: (A) 16,000 feet (B) 26,000 feet (C) 36,000 feet (D) 46,000 feet

_____ 7. Throughout most of the year, Guam is strongly influenced by warm, humid winds from the: (A) southwest (B) southeast (C) northwest (D) northeast

_____ 8. The average annual rainfall on Guam totals: (A) 50-70 inches (B) 70-90 inches (C) 90-110 inches (D) 110-130 inches

_____ 9. The greatest percentage of the annual rainfall occurs the months of: (A) May and August (B) July and November (C) September and January (D) November and March

_____ 10. Typhoons (hurricanes) are most common during: (A) the wet season (B) the dry season

_____ 11. The ocean temperature around Guam is fairly consistant at: (A) 50 degrees F. (B) 60 degrees F. (C) 70 degrees F. (D) 80 degrees F.

_____ 12. Earthquakes in and around Guam are: (A) frequent and intense (B) frequent and mild (C) infrequent and intense (D) infrequent and mild

_____ 13. Tsunamis (tidal waves) on Guam are: (A) frequent and intense (B) infrequent and moderate (C) infrequent and intense (D) infrequent and moderate

_____ 14. Guam is protected from damaging waves primarily by: (A) the continental shelf (B) opposing ocean currents (C) reefs (D) artificial breakwaters

_____ 15. The oldest rocks on Guam are approximately: (A) 50,000 years old (B) 500,000 years old (C) 5 million years old (D) 50 million years old

_____ 16. The age of the earth is believed to be about: (A) 500 million years (B) 2.5 billion years (C) 4.5 billion years (D) 6.5 billion years

_____ 17. Geologically speaking, the history of Guam is divided into: (A) one main stage (B) two main stages (C) three main stages (D) four main stages

_____ 18. The oldest geologic formations on Guam are represented by: (A) the northern plateau (B) the central mountains (C) the southern mountains (D) the coral reefs

_____ 19. The mountains of central Guam represent the remains of: (A) the center of a single volcano (B) the slopes of a single volcano (C) several volcanoes (D) an uplifted coral reef

_____ 20. The mountains of southern Guam represent the remains of: (A) the center of a single volcano (B) the slopes of a single volcano (C) several volcanoes (D) an uplifted coral reef

_____ 21. It is believed that the geologic materials of the southern mountains must have been under the ocean waters for a considerable length of time. This belief is supported by the fact that: (A) the highest mountains are capped with a layer of marine limestone (B) fossils of fish are found here (C) there are layers and layers of sedimentary rocks here (D) the materials found here contain a high percentage of salt

_____ 22. The highest point on Guam is Mt. Lamlam with an altitude of: (A) 934 feet (B) 1334 feet (C) 1734 feet (D) 2134 feet

_____ 23. The major part of the northern half of Guam owes its origin to: (A) coral animals (B: algae (C) an eroded volcano (D) more than one of the above is correct

_____ 24. The only real formation that rises well above the surrounding northern plateau is Mt. Santa Rosa which is: (A) composed of the same material as central Guam's mountains (B) a recent flow of volcanic material through the plateau (C) a block of uplifted limestone (D) a manmade hill consisting of World War II rubble

_____ 25. Most of the living reefs surrounding Guam are of the type referred to as: (A) fringing (B) barrier (C) atoll (D) continental

_____ 26. The only like on Guam is Fena Lake which is: (A) the result of damming (B) a natural like (C) the result of man's bulldozers and flooding (D) the center of one of the original volcanoes

_____ 27. Rivers are absent from Northern Guam because: (A) the rain soaks rapidly into the pourous soil (B) it is too flat (C) the northern half of Guam doesn't receive as much rain as the southern half (D) the dense forests prevent rapid movement of the water

_____ 28. The white sands of Guam's northern beaches consist of: (A) fragments of shells and corals (B) fragments of calcium cargonate-secreting algae (C) "shells" of certain 1-celled protozoans (D) all of the above are correct

_____ 29. The darker sands of southern Guam owe their color to: (A) deposits by rivers of dead tropical plants (B) deposits by rivers of volcanic soils (C) deposits by waves of weathered coral reef materials (D) none of the above are correct

_____ 30. The red color of the soils of central and southern Guam is primarily due to the presence of: (A) highly acidic humus (B) highly basic humus (C) iron oxide (D) jasper

Guam/NWREL Education Project
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Field Test
March 10-16, 1970

Post-Test: Language Awareness

1. An appropriate response to: "Kao malago hao lemonada?" would be

   a.) Si Tomas yo.
   b.) Mauleg ha.
   c.) I don't know.

2. An appropriate translation for "Mauleg ha." would be

   a.) Sometime tomorrow.
   b.) Please, sit down.
   c.) I don't know.

3. Finish this pattern with your own name.

   Si Tomas yo.
   Si Veronica yo.
   _____.

4. Can word for word translation be made between two languages?

   yes_____ No_____ I don't Know_____

5. What are some of the ways to prevent the breakdown of communication between you and your students in a bilingual situation? Circle your answers.

   a.) Utilization of visuals
   b.) Realization of the students level of comprehension
   c.) Activities of the class are designed for successful student involvement
   d.) Every child should be allowed to be completely free and creative.
   e.) A sincere interest in the child as a person.
   f.) New experiences must be an extension of the child's real world.

6. List five behavior or language problems as exemplified on video-tape.

a.
b.
c.
d.
e.

7. Check below the statement; in your opinion, which most accurately describes the English language situation on Guam.

a. ☐ You feel because Chamorro has such limited use, that it should be gently discouraged in favor of English.

b. ☐ You feel there is no great disadvantage to the student knowing Chamorro, but the importance of English should be stressed.

c. ☐ Because knowing Chamorro poses such a great problem to learning English, it should be strenously discouraged.

d. ☐ If the English language program on Guam was properly implemented, then both languages could be useful for classroom instruction.

8. Learning a language is the same as learning in any other subject area.

Yes_____ No_____ I don't know _____

9. List these skills in their natural learning sequence: reading, writing, speaking, listening.

a.
b.
c.
d.

10. Number (1-5) these levels of language in the order of acquisition:

_____Simple Conversation
_____Beginning Interpretive Ability
_____Mastery
_____Survival
_____Conversational Competence

11. Rate these in the order of tolerance.

1. Least confusing 2. Moderately confusing 3. Most confusing

_____semantic errors
_____phonological errors
_____syntactical errors

12. What are the three areas of language contrasts?

a._____ b._____ c._____

13. How can controlled language exercises be made meaningful?

_____

_____

_____

_____

14. Is the following a rule of English:

"A verb asserts action, possession or state of being."

Yes_____ No_____ I don't know_____

15. Check the techniques which are commonly used in TESOL classes?

_____phonics
_____dialogue
_____oral reading
_____sentence diagramming
_____spelling
_____auditory discrimination
_____sentence patterns
_____poetry recitation
_____substitution drills
_____parts of speech
____dictation exercises
____original compositions
____oral reports
____listening comprehension exercises
____controlled writing exercise

16. What aspect of linguistic theory is a sentence repetition drill based on?

a._____conceptualization

b._____synthesis

c._____analogy

Guam/NWREL Education Project
EPDA Project II
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Field Test
March 10-16, 1970
Test: Cultural Orientation

POST-ORIENTATION QUESTIONS

Please write about a half page discussion of each of the following five questions.

1. In what ways does the local home you visited differ from a mainland home?

2. How should a teacher adopt his teaching to local sociocultural situations?

3. How is the appearance of disinterest and passivity used by local students to adopt to school conditions?

4. How can a teacher create a non-authoritarian atmosphere in the classroom?

5. What do you feel are the main problems facing Guamanian society?

APPENDIX L

ASSESSMENT FORM
FOR END OF FIELD TEST

QUESTIONS FOR END OF FIELD TEST

Purpose: To assess the participants' feelings about the utility or worthwhileness or effectiveness of the Field Test.

YOUR ANSWERS TO THESE QUESTIONS ABOUT THE FIELD TEST WILL BE IMPORTANT IN EVALUATING ITS EFFECTIVENESS. PLEASE GIVE EACH QUESTION YOUR THOUGHTFUL CONSIDERATION AND ANSWER IT HONESTLY.

1. How clear did you feel about what you were supposed to be doing during this Field Test? (CHECK ANY ONE BOX.)

this always seemed very clear to me

5	9	5	3		

I was usually quite confused about this

$\bar{m} = 4.72$

Any point(s) at which you remember feeling especially confused:

2. How well did you like the VARIETY of activities (listening to Audio-Tape, Tour, Village Visitation etc. plus discussion, etc.)?

would've preferred less variety

			1	5	13

really liked the variety

$\bar{m} = 5.6$

Any activity you would have liked to have done MORE of:

Any activity you would have liked to have done LESS of:

What part of the Field Test did you find most MEANINGFUL (kind of activity and content)?

What part of the Field Test did you LEARN THE MOST from (kind of activity and content)?

Key: $\bar{m}$ = mean response
numbers in boxes indicate total response at each level

Questions for end of Field Test

During the Field Test you have been given some materials to read.

3. To what extent did (your) ideas in these materials really seem new to your?

only restated or proved what I already know							offered new insights; new ways to view old problems
		1	2	5	8	6	

$\bar{m} = 4.72$

If you learned new things from the materials, please give one or two examples:

4. In terms of ideas and language, how understandable did you feel the reading materials were? (CHECK ANY ONE BOX.)

hard to understand (complex, full of jargon, etc.)							clear, understandable
		2	3	1	9	7	

$\bar{m} = 4.72$

Any specific spot(s) where you feel the materials communicated poorly:

5. To what extent do you see these ideas as being adaptable to YOUR needs around understanding of and/or working with your students.

readily adaptable to my needs							impossible to adapt to my needs
	4	11	6		2		

$\bar{m} = 4.74$

6. Did the materials or activities stimulate your thinking about NEW or DIFFERENT WAYS of working with or relating to your students.

not at all							very much so
			1	3	9	10	

$\bar{m} = 5.21$

Questions for end of Field Test

7. Did the field test help you arrive at any new ideas for action you could take or approaches you could try in your work or other areas of interest?

definitely | 8 | 9 | 1 | 2 | 2 | 1 | not really

$\bar{m} = 4.82$

Briefly describe any such ideas you DID get:

8. In your opinion, would it be possible to implement these ideas under existing conditions?

I (we) could implement them under existing conditions | 3 | 12 | 2 | 1 | | 1 | it would take resources, skills or money not available to me (us)

$\bar{m} = 4.78$

9. To be honest, what do you think the chances are that you wil' actually try to follow through on any of the ideas you listed in Question 7?

really doubt I'll try | | | 1 | 4 | 7 | 8 | really expect I'll try

$\bar{m} = 5.10$

10. Although there may have been ups and downs along the way, at this point how PRODUCTIVE do you feel this field test was?

not at all productive | | | | 1 | 9 | 13 | very productive

$\bar{m} = 5.52$

In your opinion, what was the MAIN THING this field test accomplished?

11. Any suggestions you can offer for ways the READING MATERIALS might be made more effective:

12. Anything you can think of that might have improved the WHOLE ORIENTATION PROGRAM FIELD TEST.

APPENDIX M

COMPENDIUM OF

PARTICIPANT COMMENTS BY QUESTION

PART II Participants Comments by Question

ORIENTATION FIELD TEST EVALUATION

1. How clear did you feel about what you were supposed to be doing during this field test? Any point you remember feeling confused.

--Pretest correspondence was not all clear.
--Not confused but frustrated the third day.
--You never asked us what other things we thought should have been included.
--The language lesson.
--The TESOL program.
--Monday with the culture lecture.
--I was a little doubtful as to why we were given detailed information on nuclear defense unless it is the uncertainty regarding China's future intentions.
--Awareness of cultural background as vs. actual classroom utilization.
--Whether or not we were here for a course on cultural differences and language terminology or learning about Guam.
--Dr. Wilson's anthropology theory. Interesting but not relevant so far as immediate help is concerned. Redundant for many.

2. How well did you like the variety of activities (listening to audiotape, tour, village visitation, etc., plus discussion, etc.)?

Any activity you would have liked to have done more of:

--Discussion.
--Studying the history of Guam, also the political system.
--Discussion.
--Village visitation--perhaps visiting more than one home to get a better perspective of home life. One is not enough.
--Problems within classroom.
--Home visitation.
--Immediate discussion of activities.
--More history.
--More home visitations.
--More study on the linguist or bilingual problems.
--Geological and geographical.
--All which required active participation of participants.
--More history.
--Small group discussion.
--Perhaps more group analyzation and discussion.
--Listening to local Guamanian speakers telling about their own culture and island.

2. Continued . . .

--TESOL presentation
--Discussion and listening to audiotape.
--Directed discussion with Guamanian teachers adding their comments and the statesiders' observations and questions.

Any activity you would have liked to have done less of:

--Lecture.
--Civil defense.
--Language presentation of TESOL.
--The island tour--most stateside people travel each weekend. Most Guamanians do not--not immediately relevant.
--Less formal lecturing on generalities.
--Listening to lecture type presentations--more could be accomplished through panel discussion, etc.
--Civil defense, cultural lectures had too much embroidery--hence were too long.
--Most of the activities could have been shortened to make them more relevant to the school specifically.
--Language and culture background.
--Less general cultural lecture ... perhaps less lecturing.
--Yes, less civil defense, less emphasis on nuclear attack.
--Sessions on civil defense.
--Much less on civil defense.
--Lectures.
--Culture. (I thought this became more helpful as the program went on.)
--The tour seemed a bit long.
--Undecided.
--Seminar lectures, theory textbook oriented viewpoints.
--Village visitation to only one family.
--Lecture on theory. At this point the new teachers need more practical.

What part of the field test did you find most meaningful:

--Role of Commissioner and the discussion that followed.
--Language demonstration and discussion of Guamanian culture.
--Talk on the political system of Guam and the history; visitation.
--Visitation and discussions.
--TESOL - group evaluations (after home visitation) actually participating in Chamorro language ... important to see how difficult it is for bilingual children.

Orientation Field Test Evaluation

2. Continued . . .

--Village visitation; language program (very well prepared).
--TESOL and the shock language idea. It really showed how little we know of the Chamorro language.
--Visitation.
--TESOL; field trip.
--The trip around the island. The activities on Friday were the most meaningful.
--Speaking with the Guamanians and discussion groups.
--Those that dealt with the language problem.
--I found that I liked the material TESOL presented because they showed actual students in classroom situations.
--The work with TESOL and linguist areas.
--Culture in school--Montvel-Cohen...session 11 and 14. Pedro Roberto.
--Cultural.
--I enjoyed the history and the culture presented by the man from Santa Rita.
--Language work: shock lesson, language development, etc.
--T.V. experimentation but with more group discussion following.
--Listening to the village commissioner express his feelings and ideas about the island. Also viewing the methodology of technique on videotape.
--Each activity had something meaningful that I enjoyed and hope to pursue further.
--Session 5-Guam, Its Geological and Geographical Highlands.
--Village commissioner's talk was excellent ... partly the content and partly his vibrant personality.

What part of the field test did you learn the most from:

--Lecture and field trip with Larry Behrens.
--Language demo.
--History and political system of Guam; geography of Guam.
--Presentation - lectures.
--TESOL; being able to discriminate in the use of this method to teach bilinguals.
--Village visitation; trip around the island; language program.
--General discussion with other teachers and from the lectures on anthropology.
--In content (specifics) I learned the most from the tour of the island. In general knowledge of the people I learned the most from the village visitation. I feel this would be the most beneficial to me as a teacher.

2. Continued . . .

--If you mean straight facts, probably the natural science booklet and Behren's lecture gave me the most info: If you mean where I think I benefited the most in instructional methods, insights, etc., TESOL lectures and J. Barcinas' culture talk.
--The language activities gave me the most information primarily because I knew little about it before. Also, the geology of Guam. However, I would not say they were presented in the most relevant manner. They were interesting but not to the point.
--Tour; session 12; commissioner's talk; village visitation.
--The visitation.
--I think I learned the most from the home visitation than any other. There is nothing like facing the problems for one's self.
--The linguist areas.
--Geological and geographical--session 5.
--Cultural.
--History; field trip.
--Discussion about village life by Mr. Roberto.
--Learning about the people from the cultural and geographic knowledge.
--The geological presentation and slide visuals on Guam plus the extensive tour of the island itself.
--The discussion periods after the TESOL and village visitations. The village visitation compared and contrasted the local and stateside way of life.
--Session 2 - historical and political development. Session 4 - Audiotape.
--Lunch with a different group each day ... the give and take about individual observations, reactions and problems gave insight into the total situation. The dialog.

3. To what extent did (your) ideas in these materials really seem new to you?

If you learned new things from the materials ... give one or two examples:

--Feelings toward TESOL have changed; more about history and geology of Guam.
--Geological events and facts; TESOL program.
--Matriarchal family--mother raises the children, children relate everything to her and not father.
--Geography of Guam; way of life of people (from village visit); duties of the commissioner; insight into language structure.
--When going into a different culture, one should observe first before making any comments about that culture.
--The idea of lost identity because of new culture. Cross-culturation, etc.

3. Continued . . .

--Guam is 900 miles from equator. Guam is a young island; children are quiet for a variety of reasons, 1, 2, 3, etc.
--Areas of language and geology.
--Cultural facts I never did know.
--Some interesting aspects of history, culture, Guamanian words.
--I did not realize the language barrier and the need for more work in this area.
--Many reasons classrooms are the way they are is because of culture.
--How really important culture is in making things the way they are.
--Specific information about history, geology, and culture.
--Limestone forest; history and culture.
--It is good to have a comparative outline on sounds in Chamorro and English.
--Geological placement; various statistics concerning civil defense.
--The idea that our problems are not really unique, that other cultures have them with different aspects. A better view of the language problems and that there are ways of "solving" them through skilled and dedicated instructors.
--Never knew the type of reefs surrounding Guam and the geological makeup and location of Guam.

4. In terms of ideas and language, how understandable did you feel the reading materials were? Any particular spot (s) where you feel the materials communicated poorly?

--TESOL jargon at times confusing.
--Some of the language handouts--above my head!
--Lectures on culture and Guam's past.
--Some of the TESOL materials got into areas which are too complex and not of real importance to a new teacher, especially secondary.
--Cultural outline (Wilson) required subjective analysis which would not get author's message across intact.
--The first set of materials was very complicated to me. It should have been shortened.
--Analysis of practical language interference .. the title alone is bad.
--Could use more ideas and ways of bringing these methods into the classroom.
--Language awareness, civil defense.
--Perhaps the general outline regarding culture.

5. To what extent do you see these ideas as being adaptable to your needs around understanding of and/or working with your students?

6. Did the materials or activities stimulate your thinking about new or different ways of working with or relating to your students?

7. Did the field test help you arrive at any new ideas for action you could take or approaches you could try in your work or other areas of interest? Briefly describe any such ideas you did get:

--I hope to spend much time in travel. This program gave me real insights into what to look for and how to get into the swing of a new culture. It also gave me new insight into my own feelings toward people of other cultures.
--Discourage an authoritarian environment; relate to local experience; cultural difficulties as "do's and don'ts."
--Group participation--relax on homework assignments, stop singling out individuals for responses, keep in mind shyness and possessiveness.
--In my lit classes--stories that stress importance of family relations; give my students more opportunity for orally expressing their ideas; more tolerance toward language problem.
--The idea of identifying more closely with the student. Realizing that by giving him my attention I have made him feel better. Help the child to know himself and in upper grades his culture. I think especially the Guamanian teachers should help the child know the history and culture of Guam. It can't be done like the mother would do it but it would be helpful.
--Instead of Mr. Huff to my students, why not just Jay! Instead of authoritarian atmosphere, a warm, comfortable one. Research says, etc.
--I learned a great deal from the mistakes I've already made. A new teacher would benefit.
--It made me realize that I must develop a less authoritarian approach.
--I am more convinced that TESOL is needed and can be incorporated into classes other than English.
--The need for better communication between pupil and teacher.
--Relate more with the student and the environment.
--General ways of approaching my students.
--Places to see--science--more information. Better understanding of possible problems due to culture.
--I'll be more alert to contrasts and difficulties in pronunciation and will try to give special help in these areas. I'll hope to understand the local culture more and may be able to use this awareness in my work.
--Ways in reaching students as people instead of mass conversion of statistics.

Orientation Field Test Evaluation

7. Continued . . .

--More of awareness of the language communication problems as well as a basic understanding of the cultural differences.
--More pupil involvement; more visuals to stimulate interest; to make awareness and sensitivity to the classroom, environment as well as the community, home, take more emphasis.
--Need for awareness of the history of the island, geographic and geologic.
--TESOL at Guam Mission Academy (investigate need for and/or implementation of). Possibility of writing controlled vocabulary library set of Guamanian legends, history, etc.

8. In your opinion, would it be possible to implement these ideas under existing conditions?

9. To be honest, what do you think the chances are that you will actually try to follow through on any of the ideas you listed in Question 7?

10. Although there may have been ups and downs along the way, at this point how productive do you feel this field test was? In your opinion, what was the main thing this field test accomplished?

--A feeling of understanding of all the aspects it takes to live successfully in a different culture.
--An appreciation and feeling about the Guamanian culture and language.
--The knowledge of the different ideas, beliefs that our students have in regard to classroom activity.
--Hopefully, what points or aspects should be stressed or omitted next August.
--Changed our attitude through bringing real experience and knowledge; e.g. home visitation plus realistic theory given through lectures.
--Strengths and weaknesses of the program.
--I became aware of the cultural differences and customs of the island.
--We tested and discussed what would be beneficial to a new teacher. I feel we have set up the ground work for a program to be built upon.
--Made me culturally conscious in classroom activities.
--I hope it showed that the length and emphasis of the materials were too long and too general.
--Made us aware of the great amount of differences in culture.
--Gave me an awareness.
--The main thing it accomplished was giving the teachers an awareness of the Guam culture and how it can help in the classroom.

10. Continued . . .

--An awareness of cultural differences.
--Getting the idea across that culture will make a difference in how well things are comprehended.
--Cultural awareness through interaction and lectures.
--I think new teachers want to know what to expect to find in the classroom ...this helped.
--I believe we have all become more sensitive to the local culture and to the unique learning problems of the bilingual students.
--Made me realize that learning is specifically different in certain areas.
--That indoctrinating new teachers with theoretical ideas and not bringing to them a true awareness of culture. Differences and what they are, will only instill boredom and cause disinterested personnel.
--The main thing was that if only people took just a little time to observe and try to understand the ways of a different culture, any group of people from different ethnic groups could have accomplished a great deal. This field test showed that by people really sitting down and discussing ideas, much can be accomplished.
--An awareness and appreciation of my culture.
--Recognized the need for orientation sessions. Even after some months of living and working here there is still much we have not discovered.

11. Any suggestions you can offer for ways the reading materials might be made more effective:

--Just a little less words (but this is a very minor complaint). They were very good.
--Handed out earlier.
--Yes, use visual equipment to the fullest.
--Too much reading material gets passed over. New teachers trying to get settled won't have a lot of free time. A bibliography of things to read later.
--The language materials could be made less technical.
--More concise...a new teacher wouldn't read this much because he would be too busy at first and lose interest later.
--No, all that needs to be done is to head it.
--I didn't learn much from reading about the geography of Guam as to the type of questions asked on the tests.
--Scheduling (requesting) that a specific one be read each evening, with a short commentary or discussion the next morning.
--Read material followed by discussion or assignment.
--Perhaps pointing out distinct issues or topics to look for or read.
--Possibly as homework in preparation for session--this could stimulate questions and discussion.

Orientation Field Test Evaluation

12. Anything you can think of that might have improved the whole orientation program field test:

--My only main complaint was the culture lectures. I feel they were too wordy, too long, too boring, and not as meaningful as they could have been.
--Less activities, ex: one activity (not two) per half day. Change of pace within each activity.
--Be less technical in language orientation.
--Although it occurred periodically, I think a more questioning attitude as to what were the kinds of things the programs were trying to bring out. More time available for discussion and evaluation. Evaluation is more than a 5 point scale and is more effective stated overall than jotted down hurriedly (like now) at the end of an opinion survey.
--Consider it changed my attitude through the varied activities. It accomplished this therefore it accomplished what it set out to do. Simply excellent experience for me. Thanks.
--I don't feel the program should be as long as it was. Many of the materials could be condensed or omitted (programs on culture, history). The civil defense program should stress more the preparations for typhoons instead of bombs and fallout!
--I think the program was great. I do hope you cut down on the time. I feel tired and worn out as I'm sure the new teachers (women) will feel, especially if they have children.
--The orientation program could be cut down in time. The actual discussion and application was most beneficial.
--Include the Police Dept. in the program; drop the civil defense bit; have someone besides Mr. Wilson for the culture report; he's too wordy and too defensive; you could have arranged for a short typhoon!
--Shorten it. The fatigue element set in every day of the test. Shorten presentations and bring them to the point sooner. The topics covered were appropriate but keep them always related to the school and teachers' personal needs. The theoretical or overall picture can be taken from reading materials. Shorten the length of sessions and the hours spent each day in orientation.
--Panel discussions and other forms of media. Less on each topic but include more topics. Have local people take a greater part in the presentation--more impact.
--More condensed.
--The days were too long.
--We covered a lot of intervals in a short time. More emphasis on some of the more important areas...and not so long of days.
--Shorten the program to 4 days--5 hours a day and be more direct with answers that will be harder for a teacher to discover. Direct the program for all teaching levels and not so much to elementary.

12. Continued . . .

--Yes, keep all things oriented to specific needs of the new teachers and not just general statements. This has been pointed out many times. Also, language awareness is good and the methods used in these presentations were good but do not get into TESOL methods with those not in this area.
---I enjoyed it and think I have learned about Guam or at least I thought so before I saw the test.
--Not at present.
--Teacher must realize that what she learns is applicable in her classroom--this could be stressed to a higher degree.
--Too many lecture sessions; material presented not too pertinent to an introduction of Guam for new teachers. Trying to squeeze somewhat unrelated facts and ideas into a span of two or three hour periods.
--Better communication with those people not a part of the NWREL directly.
--Language shock session could have been for one hour. Exchange of home visit--local people to stateside homes and stateside people into local homes. More audiovisual taped classroom situation with the children not knowing there is a t.v. set around. For home visit inform family of its purpose. Instead of being with one family the whole day, it would be better to visit at least two or three other families. Saturday is a bad day. I suggest it might be more effective to visit homes around 5 p.m. and 8 p.m. on several nights.
--Somehow I felt that part of the program is geared mostly to the elementary. I was bored at one point listening to the audiotape and not knowing what to look for mostly because the views were elementary level. A lot of materials could be left out from the civil defense session. This involves the bomb part. I believe having local children during the language session could add to the improvement of the program. These children would be asked to pronounce and speak. This immediately would give the new teachers some ideas of language problems. I enjoyed the program very much. I hope that it will be as interesting as this turned out.
--A session (film and/or practicum, demonstrative) on local crafts or crafts with local materials, i.e. the weaving of hats from palms. Maybe one Guamanian meal (with recipes). In the fall perhaps a cooperative effort between the local Guamanian teachers and the new teachers. They might make good guides.

Orientation Field Test Evaluation

General Comments:

Here are listed some of the things that would have made (or did make) our coming to Guam and adjustment to the new situation smoother...less traumatic.

1. Regular communication with personnel from time of recruitment.
2. Better travel arrangements so goods will arrive approximately the same time as the personnel.
3. What to bring...books can be mailed library rate if you use your school address (about 3¢ a pound).
4. What to expect: Maybe slides or pictures of shopping areas (include inside of grocery store with stateside brands). School, points of special interest. House that sponsor has rented for you. Recreation area (Dairy Queen) -- comforting to children who feel they are going to the end of the earth. We had friends who sent us such a set of slides. When we got here it felt almost like arriving home. It had been "our house" for a couple of months, etc. (Glimpses of Guam is very good).
5. Needed immediately on arrival:
   --Housing
   --Transportation with good maps
   --Checklist of what to do and where to do it; i.e. I.D. Driver's License, sign in with employer, utilities, housing, etc.
   --List of where to find essential services...bank, p.o., grocery store, cleaners (laundry), medical facilities, churches
   --General information...histories of Guam, guide to shells, flora, recreation guides, etc.

TESOL presentation very interesting. Recognized there is a language problem in the schools. Is TESOL the best method of overcoming the problem? If student in a slow strand he automatically goes to TESOL -- therefore stigmatized. On junior high and senior high level the kids are definitely bored ... wouldn't a language lab approach better fulfill needs here? If TESOL properly taught only needed through primary grades. Then why don't we concentrate here: (1) workshop for all primary teachers so they will understand the program and how to implement it, use materials like videotape, etc., (2) TESOL specialists that would go daily to each primary classroom and conduct the TESOL class. Teacher would remain in the class and "learn how" along with her pupils (a growing pool of TESOL trained teachers).

Possible experimental situation set up where one school could use the second language program from Hawaii. One school where no special program used but teachers urged to be creative in their approach to language, etc. Then we should get some real data rather than "we feel."

General Comments - Continued . . .

Village Family Visitation Structure:
Commissioner needs more information. Family needs to have children in public rather than parochial school. Choose day other than Saturday. Family needs more preparation. Family needs to be "typical." Lack of preparation of families. Too artificial. Would a newcomer be able to understand Guamanian English?

APPENDIX N

DAILY CRITIQUE SUMMARY DATA

Tuesday, March 10, 1970

CULTURAL ORIENTATION

FIELD TEST

CRITIQUE FORM

As a participant, this Field Test needs your evaluation of each program session. Please give your assessment and comments on the following:

PROGRAM ELEMENT	5 Outstand-ing	4 Very Good	3 Fair	2 Poor	1 Very Poor	COMMENTS
1. The quality & relevance of the subject matter	1	15	5			
2. The expertise or skill of those presenting the subject matter	5	12	5			
3. The appropriateness and usefulness of the instructional materials (manuals, etc.)	3	16	3			
4. The timing or sequencing of the various elements presented	1	16	6	1		
5. The deployment, grouping or planned interaction of the participants		13	7	1		
6. The productivity and/or usefulness of the individual work session (s)	1	13	5			
7. The comments or assistance given to you	2	16	2			

***Below or on the reverse side of this page, PLEASE ENTER ANY OTHER COMMENTS YOU CARE TO MAKE:

$\bar{m} = 3.77$

Session 1 - Pretests administered
Session 2 - Historical and Political Development
Session 3 - Introduction to Cultural Differences
Session 4 - Language Shock
Session 5 - Guam - It's Geological and Geographical Highlights

Name _____

Wednesday, March 11, 1970

CULTURAL ORIENTATION

FIELD TEST

CRITIQUE FORM

As a participant, this Field Test needs your evaluation of each program session. Please give your assessment and comments on the following:

PROGRAM ELEMENT	5 Outstanding	4 Very Good	3 Fair	2 Poor	1 Very	COMMENTS
1. The quality & relevance of the subject matter	5	15	2			
2. The expertise or skill of those presenting the subject matter	5	15	3			
3. The appropriateness and usefulness of the instructional materials (manuals, etc.)	6	14	2			
4. The timing or sequencing of the various elements presented	1	13	7	1		
5. The deployment, grouping or planned interaction of the participants	1	13	6			
6. The productivity and/or usefulness of the individual work session (s)	3	6	5	1		
7. The comments or assistance given to you	2	20				

*** Below or on the reverse side of this page, PLEASE ENTER ANY OTHER COMMENTS YOU CARE TO MAKE.

$\bar{m} = 3.96$

Island Tour

_____

Name

Thursday, March 12, 1970

CULTURAL ORIENTATION

FIELD TEST

CRITIQUE FORM

As a participant, this Field Test needs your evaluation of each program session. Please give your assessment and comments on the following:

PROGRAM ELEMENT	5 Outstanding	4 Very Good	3 Fair	2 Poor	– Very Poor	COMMENTS
1. The quality & relevance of the subject matter	6	13	1			
2. The expertise or skill of those presenting the subject matter	2	13	1			
3. The appropriateness and usefulness of the instructional materials (manuals, etc.)	4	9	2			
4. The timing or sequencing of the various elements presented	3	10	3			
5. The deployment, grouping or planned interaction of the participants	3	11	1			
6. The productivity and/or usefulness of the individual work session (s)	3	10	2			
7. The comments or assistance given to you	1	10	2			

***Below or on the reverse side of this page, PLEASE ENTER ANY OTHER COMMENTS YOU CARE TO MAKE:

$\bar{m} = 4.01$

Session 6 - Language Awareness
Session 7 - Evaluation of Bilingual Situations and Causative Behaviors
Session 8 - Civil Defense Preparations
Session 9 - Cross Cultural Problems
Session 10 - The Teacher in the Bilingual Situation

_____
Name

Friday, March 13, 1970
Session II

CULTURAL ORIENTATION

FIELD TEST

CRITIQUE FORM

As a participant, this Field Test needs your evaluation of each program session. Please give your assessment and comments on the following:

PROGRAM ELEMENT	5 Outstanding	4 Very Good	3 Fair	2 Poor	1 Very Poor	COMMENTS
1. The quality & relevance of the subject matter	7	8	3			
2. The expertise or skill of those presenting the subject matter	2	12	4			
3. The appropriateness and usefulness of the instructional materials (manuals, etc.)	3	11	2			
4. The timing or sequencing of the various elements presented	4	10	2			
5. The deployment, grouping or planned interaction of the participants	3	11	3			
6. The productivity and/or usefulness of the individual work session (s)	3	10	3			
7. The comments or assistance given to you	2	12	4			

***Below or on the reverse side of this page, PLEASE ENTER ANY OTHER COMMENTS YOU CARE TO MAKE:

$\bar{m} = 4.0$

Session II - Culture and the School

_____
Name

Friday, March 13, 1970
Session 12

CULTURAL ORIENTATION

FIELD TEST

CRITIQUE FORM

As a participant, this Field Test needs your evaluation of each program session. Please give your assessment and comments on the following:

PROGRAM ELEMENT	5 Outstanding	4 Very Good	3 Fair	2 Poor	1 Very Poor	COMMENTS
1. The quality & relevance of the subject matter		7	5	3		
2. The expertise or skill of those presenting the subject matter	2	8	2		1	
3. The appropriateness and usefulness of the instructional materials (manuals, etc.)		7	2	4		
4. The timing or sequencing of the various elements presented	2	6	4	3		
5. The deployment, grouping or planned interaction of the participants	1	6	5		2	
6. The productivity and/or usefulness of the individual work session (s)		6	5	3		
7. The comments or assistance given to you		6	4	1	2	

***Below or on the reverse side of this page, PLEASE ENTER ANY OTHER COMMENTS YOUCARE TO MAKE:

$\bar{m} = 3.32$

Session 12 - Practicum - Analysis of Practical Language Interference

_____
Name

Friday, March 13, 1970
Session 13

CULTURAL ORIENTATION

FIELD TEST

CRITIQUE FORM

PROGRAM ELEMENT	5 Outstanding	4 Very Good	3 Fair	2 Poor	1 Very Poor	COMMENTS
1. The quality & relevance of the subject matter	3	9	1	2		
2. The expertise or skill of those presenting the subject matter	6	10				
3. The appropriateness and usefulness of the instructional materials (manuals, etc.)	5	9		1		
4. The timing or sequencing of the various elements presented	3	10	3			
5. The deployment, grouping or planned interaction of the participants	4	10	2			
6. The productivity and/or usefulness of the individual work session (s)	3	9	3			
7. The comments or assistance given to you	3	9	3			

***Below or on the reverse side of this page, PLEASE ENTER ANY OTHER COMMENTS YOU CARE TO MAKE:

$\bar{m} = 4.0$

Session 13 - Practicum - Methodology

_____
Name

Friday, March 13, 1970
Session 14

CULTURAL ORIENTATION

FIELD TEST

CRITIQUE FORM

As a participant, this Field Test needs your evaluation of each program session. Please give your assessment and comments on the following:

PROGRAM ELEMENT	5 Outstanding	4 Very Good	3 Fair	2 Poor	1 Very Poor	COMMENTS
1. The quality & relevance of the subject matter	7	6	2			
2 The expertise or skill of those presenting the subject matter	7	8				
3. The appropriateness and usefulness of the instructional materials (manuals, etc.)	2	9	2			
4. The timing or sequencing of the various elements presented	4	9	2			
5. The deployment, grouping or planned interaction of the participants	5	8	2			
6. The productivity and/or usefulness of the individual work session (s)	3	9	2			
7. The comments or assistance given to you	6	8				

***Below or on the reverse side of this page, PLEASE ENTER ANY OTHER COMMENTS YOU CARE TO MAKE:

$\bar{m} = 4.23$

Session 14 – The Village Commissioner and His Role

Name

Saturday, March 14, 1970
Visitation

CULTURAL ORIENTATION

FIELD TEST

CRITIQUE FORM

As a participant, this Field Test needs your evaluation of each program session. Please give your assessment and comments on the following:

PROGRAM ELEMENT	5 Outstanding	4 Very Good	3 Fair	2 Poor	1 Very Poor	COMMENTS
1. The quality & relevance of the subject matter	6	5				
2. The expertise or skill of those presenting the subject matter	5	3				
3. The appropriateness and usefulness of the instructional materials (manuals, etc.)	4	1				
4. The timing or sequencing of the various elements presented	2	4				
5. The deployment, grouping or planned interaction of the participants	4	2	1			
6. The productivity and/or usefulness of the individual work session (s)	5	3		1		
7. The comments or assistance given to you	7	4				

***Below or on the reverse side of this page, PLEASE ENTER ANY OTHER COMMENTS YOU CARE TO MAKE:

$\bar{m} = 4.52$

Session 16 - Village Visitation

_____
Name